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ABSTRACT

The Pennsylvania School Improvement Program (PSIP) was created to assist local schools and school districts in the development of curriculum improvement strategies. The process involves the use of "linkers," curriculum specialists who work with teams from the local level to ascertain needs, then connect the local teams with the research and development agencies that can provide information and resources to help meet those needs. This document describes one urban elementary school's experience using PSIP in an effort to improve its reading program. During the period from November, 1976, to November, 1978, this school went through needs assessment and program selection processes. Materials used in these activities are included in appendixes. The report concludes that PSIP was not fully successful in this case, due to personality conflicts among participants and lack of leadership among the teachers on the local action team. Part of PSIP's purpose is to develop in schools an apparatus for continuing curriculum development, but in this instance development of the necessary techniques was prevented by the local team's insistence on using PSIP only to find a specific answer to one specific problem without adopting any reusable ground rules. (Author/PGD)

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# PENNSYLVANIA SCHOOL IMPROVEMENT PROGRAM

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## SCHOOL SITE CASE STUDY
### School N

This report was prepared as part of the Research and Development Utilization Program for:

National Institute of Education
1200 19th Street, NW
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Bureau of Research and Evaluation
Office of Research, Planning and Data Management
Pennsylvania Department of Education

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PENNSYLVANIA SCHOOL IMPROVEMENT PROGRAM

*Project Staff*

**Jay Smink**, *Director*

**Peg Stank**, *Evaluator*

*Report Writer*

**Leslie K. Peters**

Bureau of Research and Evaluation
Office of Research, Planning and Data Management
Pennsylvania Department of Education



AUG 4 1980

PENNSYLVANIA SCHOOL IMPROVEMENT PROGRAM

SITE CASE STUDY FOR SCHOOL N

Prepared by
Leslie K. Peters
PSIP Case Study Writer

January 15, 1979

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# SITE CASE STUDY

## PART I

## THE CONTEXT

## PART I: CONTEXT

### A. The Project

#### The Pennsylvania School Improvement Project: Objectives, Structure, Resources, Strategies and Major Activities

Objectives

The Pennsylvania School Improvement Program (PSIP) links the Pennsylvania Department of Education, Northwest Tri-County and Colonial Northampton Intermediate Units, and research and development agencies with ten pilot school districts to provide assistance in improving basic skills instructional programs. The research agencies are: (1) Research for Better Schools, (2) Research and Information Services for Education and (3) The Learning Research and Development Center of the University of Pittsburgh.

PSIP's objectives are, first, to help schools analyze their needs in the basic skills area and second, to help schools improve student performance in basic skills using the best available instructional programs and techniques produced by research and development activities.

Structure and Resources

The basic structure of PSIP is built upon the concept of an Intermediate Unit Linkage person serving as an educational extension agent who facilitates two-way communication between a local school and sources of R & D outcomes/products. This Linker is supported by a team of persons from the R & D agencies that provides technical assistance to a school site through the Linker. This team is called, for PSIP purposes, a School Assistance Team (SAT). The SAT always includes staff members from one or more of the participating agencies, a person with expertise in the content area of interest to the school site and the IU Linker. The SAT works cooperatively with a Local Action Team (LAT) and selected by the site school to analyze both student and program needs and then to select and to implement an R & D outcome appropriate to these needs.

The Pennsylvania Department of Education is responsible for managing the directing PSIP activities. The participating agencies are described in the following paragraphs.

The Learning Research and Development Center (LRDC). -- The mission of the LRDC, part of the University of Pittsburgh, is to develop, study and evaluate adaptative educational environments for schools. LRDC has had experience in instructional design,

curriculum analysis, policy analysis, teacher education and computer application in education.

Research for Better Schools (RBS). -- RBS is a private nonprofit educational laboratory established in 1966. Its mission is (1) to research and develop instructional systems and materials to improve educational processes for preschool through adult programs and (2) to assist regional education agencies in preparing and carrying out changes in the educational program.

Research and Information Services for Education (RISE). -- RISE operates under the primary sponsorship of the Montgomery County Intermediate Unit in cooperation with the Pennsylvania Department of Education. RISE has broad experience in disseminating information on curriculum research drawn from local, state and national resources.

The Intermediate Units (IUs). -- The State's IUs provide consultative, advisory and program services to local schools. An IU coordinator serves as a full-time Linkage agent to provide assistance to schools involved in PSIP activities.

Strategies and Activities

There are four major strategies in the PSIP process: (1) Needs Assessment, (2) Knowledge Consolidation, (3) Selection and (4) Implementation. Each of the major processes incorporates planned and structured LAT/SAT workshop-type activities as well as follow-up assistance by the IU Linkage person to supplement each major workshop. These sequential interrelated processes will result in an upgrading of the LAT's skill in the use of needs analysis techniques to improve instruction, in the documentation of priority areas for improving the basic skills program and in SAT technical assistance to the LAT in reviewing and selecting available options and implementing educational changes.

Needs Assessment. -- Needs assessment is the first phase of school participation. The LAT works cooperatively with the SAT in a problem-solving process to analyze student needs and program needs. There are three major activities involved in needs assessment. Each major activity requires formal LAT/SAT workshop sessions coordinated by the Linker. The three major activities are described below.

ORGANIZING THE NEEDS ANALYSIS. -- This meeting provides the Local Action Team (LAT) with an overview of the needs analysis process, helps them begin to function as a problem solving team, and focuses on a general area of need for later concentration. The major objectives are to orient the LAT to the entire needs analysis process and to help the group begin to function as an effective problem solving team and to develop a general statement of the school needs on the basis of a review of school data.

The Research Utilizing Problem-Solving (RUPS) materials are used during this activity. The outcome of the session is the appointment of an LAT coordinator and a general problem statement for the school.

ANALYZING STUDENT NEEDS. -- These sessions are designed to identify the discrepancy between desired student performance and current student performance and to prepare a detailed statement of student needs on the basis of that discrepancy. The structured sessions are based on Curriculum and Instruction: Planning Improvement, a handbook developed by RBS. The outcomes of the student needs analysis sessions are: (1) a chart showing desired student performance in a basic skill area, standards for this performance and a description of the target population (2) a chart showing current student performance in these areas, (3) a discrepancy analysis of these charts and (4) a detailed statement of student needs.

ANALYZING PROGRAM NEEDS. -- The purpose of this phase is to identify aspects of the current educational program which might be strengthened in order to improve student performance in the defined need area. The materials used for program analysis are: a model of classroom processes developed by research at LRDC, instrumentation based on the variables from this model, and data from other needs analyses activities.

During the program analysis sessions the LAT is provided with an overview of the factors which R & D suggest relate to student performance. The LAT then decides which of these variables should be investigated. Instruments are constructed and data are collected by the LAT and the Linker. The SAT analyzes the data and submits a summary of the findings to the LAT for consideration in producing a statement of program needs.

Knowledge Consolidation. -- This phase consists of an Outcome Search and a comprehensive Literature Search on what research and development says about (1) basic skills learning and instructional theory and general learning theory, (2) principles of diffusion and dissemination activities, and (3) school organization and curriculum development processes. The Outcome Search identifies effective educational practices in basic skills instruction, screens the educational practices for validity and availability and analyzes them using criteria developed by the LAT during the needs definition phase. A bank of appropriate, usable alternative practices for basic skills instruction is then submitted to the LAT for consideration.

The Knowledge Consolidation activities are initiated as soon as the LAT generates a general problem statement at the first needs assessment session. Data is entered into Knowledge Consolidation as it is generated by the LAT.

The Selection Process. -- During the selection process the LAT develops selection criteria related to local school conditions, screens possible educational practices using these standards, selects the practice that best meets the standards and produces a general plan for implementing the educational practice selected. During this activity the LAT is first presented with a set of R & D outcomes selected by the Knowledge Consolidation component using the data generated by the student needs analysis and the program analysis activities. These R & D alternatives are reviewed and screened by the LAT using site-specific criteria. There are two or three elimination rounds to the process. The outcome is the selection of some R & D product/process for implementation.

The Implementation Process. -- The LAT and the SAT work together to develop a realistic plan for implementing a change in the school curriculum. Staff members are trained, and the new instructional process becomes operational. The SAT provides technical assistance to the LAT in evaluating the effectiveness of the new procedures and assists in modifications when necessary.

## B. The Site

### General Background of PSIP School N

PSIP School N is located within a steadily increasing metropolitan area. It is located as a part of a school district occupying forty-three square miles in a fertile and scenic valley, the locus of the third largest metropolitan area in the state of Pennsylvania. The central city has been transformed from a prosperous, independent, agrarian economy to a vast industrial complex. Population growth is supported by over 170 diversified industries resulting in an urban economy with a wide range of incomes and lifestyles.

The school district has an enrollment of 15,596 from a total community population of 95,000. To serve this pupil population, there are 19 elementary schools, four junior high schools, one alternative school, and two senior high schools. The district professional staff is headed by a Superintendent and four assistants (Instruction, Business, Personnel, and Public Relations). A professional staff of 899 and a non-instructional staff of 866 provides instruction, supporting services, and auxiliary services. Staffing allocations are based on projected pupil population which is expected to drop by 550 for next year.

The district and local community is receptive to new programs. The Community Liaison Council helps to give the community specific information concerning programs and curricula and make the administration aware of the community's attitudes toward what the schools are doing. The Curriculum Advisory Council is composed of administrators, coordinators, and representative principals and teachers. The objectives of this group are to evaluate existing curriculum, to insure wide participation in the decision-making process, and to insure communication throughout the system. Requests and recommendations approved by the council are submitted to the superintendent for final approval.

There are various other groups that act in an advisory capacity for the district. The ESEA Title I Advisory Committee, Parents' Advisory Council for Bilingual Education, and Neighborhood Councils provide direction to the local community at the individual site building.

The school board is supportive of new programs and willingly accepts administrative recommendations. However, most of their involvement comes during the period of time when a program is considered for implementation. "At implementation, they (the board) will learn about this (PSIP) from our building. This working up is typical of the district."

The former district superintendent resigned one year after the district entered PSIP. An elementary principal from the district served as Acting Superintendent for a six month period. A new superintendent was hired during the second year of the PSIP program. A great deal of decision-making and autonomy has been given to the on-site building principal because of these changes at the district office level. This arrangement has provided more decentralization of management at this particular site.

PSIP School N was constructed in 1924, and reconstructed with an addition in 1973. It is one of two elementary schools located on the south side of the city, an area of historic blue collar families and tradition. Presently, the school population includes Hispanic (60%), Black (6%), Asian (1%), and the remainder from a variety of backgrounds tied to one of the many European groups representative of the old south side of the city.

After the school addition of 1973, a major change in staff occured at School N when approximately 75 percent of the present staff came to the site and began the school year of 1974-1975. Based on the ensuing background information of School N, there was evidence of a need for a major overhaul of all administrative and educational procedures. The magnitude and intensity of the problems at School N created a unique school within the district.

The majority of students at School N can be classified as disadvantaged by most criteria. The use of the free lunch program is a significant indicator. Over 80 percent of the students are eligible for free lunch with most students receiving lunch and half of the students receiving the breakfast program as well.

Another economic indicator is the Educational Quality Assessment (EQA) results of the father's occupation which placed School N in the 4th percentile in the Commonwealth of Pennsylvania. The EQA is the Pennsylvania State Assessment program in which actual school scores are compared with predicted scores for that school. It is a state plan that gives schools information about what their students know and feel, teacher perceptions of the school and community, and how these attitudes compare to those in schools throughout the state.

Many of the students from School N, 30 percent, come from one-parent homes. Another 10 percent of the two-parent families are in complete disorganization. This is evidenced by temporary absence of one spouse, public family quarrels, and frequent involvement with social agencies. The high incidence of family disorganization appears to be an important factor in the lack of acceptable social development which is observed by the staff.

Experiences outside the local community and home support are lacking in many families. There is a very high rate of mobility at the school with children moving in and out, back and forth. In 1974-1975, only 60 percent of the first graders who began the year at School N completed first grade there. The additional factor of an average rate of 10 percent student absenteeism causes serious detriments to any sequential educational program.

The children at School N are also described by the staff as disadvantaged because of community attitudes. Overall, the general community attitudes give the appearance of being quite negative. Although large numbers of the children (40 percent are in some special language program) speak languages other than English at home, many parents are in opposition to the bilingual program. There is also a general apathy on the part of the community to the total school program and the efforts being made at the school.

In 1974 when the majority of the present staff began at School N, there was a major change in the organizational pattern of the school. The open education design became a major emphasis. Team effort, success orientation, and non-gradeness are now an important part of the daily operation. A Humanistic approach (William Glasser's "Schools Without Failure") is the philosophy of the staff.

A great amount of emphasis is placed on the school's bilingual program and their non-graded family groups. The resource teacher describes the school set up:

> "Our present "tract" system was developed by our staff. There is more structure now than when we first set up this system. We have grouped the children homogeniously by reading level in English. We looked for curriculum that didn't require reading levels. In the morning the children report to their family groups. The family group is an attempt to provide an opportunity within the school environment for discussion and growth that might not occur in the home environment. A child will stay in the same family for three years. This is an attempt to provide some security. In the afternoon, the children report to academic areas where team teaching is set up."

School N is administered by a building principal, a resource teacher (non-teaching position) with responsibility for supporting teachers in instruction, scheduling, and materials, and a full time guidance counselor. The three person team supplies the leadership functions for the operation of School N. There are twenty-five classroom instructors, eight full time teacher aides, six full time teacher specialists (art, music, reading), and seven part time instructors in special programs (library, language,

speech, and music). The average age of the teachers at School N is thirty years and the average teaching experience is five to eight years.

The current student population at School N is 666 with an average class size of twenty-six. This ratio is involved only with classroom teachers and does not include specialists or special assignments. There are eight full time teacher aides; from this total two are assigned full time to kindergarten, one full time to the reading center, and five are shared among the remaining staff. The length of the teacher day at the school is 7½ hours. There is one forty minute period a week provided for preparation.

In general, the instructional program at School N seems to be very solid. The staff is quite capable and interested in educating the whole child. However, due to home environment and transient population; it seems difficult to demonstrate with test data that any significant gains are being made in the areas of math and reading skills.

The intermediate unit contacted the superintendent in an effort to get an urban school involved in the PSIP program. The Superintendent immediately recommended School N based on many of the school/community factors reviewed earlier. The principal and resource teacher of School N recognized the need to improve basic skills and saw the PSIP program as a vehicle for this. The specific problem area identified by the administration and staff was Reading. Most of the students in the school were reading a year or two below grade level.

Children were functioning on a very low level as indicated by standardized tests (10-20th percentile) and professional judgment. At entry, students score in the 15th percentile (both Spanish and English tests given) on the scale for low socioeconomic students, Boehm Test of Basic Concepts.

The reading problem had existed for many years — one estimate was ten to twelve years. There have been several attempts to improve the students' reading achievement: High-Intensity Learning System, team teaching, new Series R basal materials, and a nongraded approach. There has been no real improvement in the problem area of Reading. There has been no additional budget money allocated to Reading. Many teachers indicated that part of the cause was home background and the large percentage of Spanish-speaking students.

Parental apathy and community attitudes have had negative influences on School N. However, the staff is quite capable and interested in educating the children from this community. With 40% of the present teaching staff bilingual, they have many skills which can help them to meet the needs of their students. The PSIP program was seen as a focal point for solving some of the problems dealing with the basic skills (Reading).

SITE CASE STUDY

PART II

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## PSIP ACTIVITIES AT SCHOOL N

### A. Entry/Initiation Phase

There are three major activities during the PSIP Entry/Initiation Phase. They include a general overview meeting for the administrators of the school district, an orientation session for the faculty of the on-site school, and a Pulse Session at the on-site school. The Pulse Session is a visit by the School Assistance Team (SAT) to gather information about the general climate of the on-site school.

Limited information was available on this phase of the program due to a change in the Linker position and the lack of a case study writer at this point in the project.

#### General Overview Meeting

The building principal, resource teacher, and guidance counselor attended a general overview meeting with members of the intermediate unit staff on November 18, 1976. At this meeting a general overview of PSIP was presented to allow this building level leadership team to consider all of the aspects of PSIP participation. School N agreed to participate in PSIP following this meeting.

#### On-Site Orientation Session

The general overview session was followed on March 20, 1977, by an on-site orientation session at School N for the total faculty. The School Assistance Team (SAT) provided a description of the PSIP process. This session also provided opportunity for the original Intermediate Unit Linker to meet the staff and review responsibilities for the Local Action Team (LAT).

#### The Pulse Session

The Pulse Session on-site visit of the SAT took place on March 25, 1977. The SAT was made up of the Intermediate Unit Linker, the PSIP Project Director, a representative from Research and Information Services for Education, and a representative from Research for Better Schools.

The SAT was provided with a set of questions that were used as a common frame of reference when conducting classroom observation and staff interviews. These questions were developed

relative to a specific set of constructs abstracted from the Cooley-Lohnes Model of Classroom Processes and can be found in Appendix A-1. SAT participants returned a report on their findings for the Pulse visit. They are summarized below.

Summary of Team Impressions from
PSIP School N Pulse Visit

General Background. -- The school has a very pleasant atmosphere. Students are involved in various types of activities, and the discipline appeared to be well organized and structured. The teachers all showed a genuine concern for their students with a sincere effort being made to respond to the unique population in School N. Opportunity for a good student learning atmosphere appears to be present.

Cross-grade grouping of students occurs after the first grade. Repeating first graders are grouped with the second-third graders. There are about forty-six ability groups in the school. Teaming of two teachers who specialize in either language arts/social studies or math/science does occur. Primary and intermediate team meetings are held once a week with total school in-service meetings twice a month for two hours. Both primary and intermediate units have their own libraries and audio-visual equipment rooms.

Instructional Activities. -- In Primary Reading the majority of students are using the Macmillan R series with the usage of the text expanding next year. The ita reading program is only used with one first grade (top section), and an evaluation of the program is being carried out this year. Reading groups vary in size from 15 to 33 students. In classes observed, the format seemed to be a total class skills lesson or listening to a story followed by completing assignments listed on the board while the teacher met with individual reading groups.

The HILS (High Intensity Learning System) is the individualized program which is the core program in the Reading Lab. It is a self-contained laboratory with a reading specialist and instructional assistant provided by Title I funds. Six of the forty-six ability groups receive additional instruction in the Reading Lab, based on their low or weak reading skills. Materials range from kits to trade books and workbooks.

An extensive bilingual program is operating in School N. In the primary area there is one first grade and one second-third grade Spanish-speaking class and first, second, and third grade bilingual classes. In the intermediate area there is one bilingual class, one ESL class with English being the dominant language of instruction, and one total Spanish class. Fifteen Portuguese students also receive part-time instruction in their language.

School Concerns. -- The major concern of most teachers seemed to center around the community. Although they are interested in working with students in the nonacademic problem areas (social adjustment), they feel hampered by class size or lack of awareness of appropriate techniques. There seemed to be a wide concern and interest in the following questions:

(1) How can we generate more parental interest?
(2) How can we assist the students to be better citizens within their community?
(3) How can we get the students to appreciate education and his/her own importance?
(4) How can we assist the student in social adjustment to this community?

The school population has a thirty percent changeover each year which creates an extremely difficult problem for teachers in developing a sequential learning process with traditional materials. Related to the student turnover problem for proper placement of students in the educational program.

Other teacher concerns centered on the need for Spanish language instructional materials, closer coordination between the Reading Lab and classroom teachers, and the evaluation of the primary/intermediate libraries.

Overall, parental apathy regarding school and negative community attitudes toward school were seen as the problem area. Readiness skills for students from this environment become a top priority for the staff.

The uniqueness of the situation (60% are non-Anglo background) indicates why staff interests are in two primary areas: first, a great desire to show improvements in reading/language arts activities, and second, a sincere desire to provide assistance to the student in his/her social adjustment areas.

School profiles from the testing program were not supplied to the SAT during the Pulse Visit. A formal setting was not provided to meet with Ms. M, Resource Teacher, for securing test data, and general statistical data regarding the school. The original Linker collected test information at a later date. The test data and Pulse Visit report were presented to the LAT at the first formal Needs Assessment Session.

Linker Follow-up Visit--LAT Formed

During the post-pulse period, a Local Action Team (LAT) was selected through interaction with the original linkage person and the leadership in the school. At this point, there were nine individuals involved in the LAT makeup. Membership included Mr. D, the building principal; Ms. M, the resource teacher; Mr. R and Ms. J,

two team leaders from the primary and intermediate levels; Mr. C and Ms. N, two Spanish reading teachers; Ms. B and Ms. L, two English reading teachers; plus Mr. A, director of the High Intensity Reading Program (HILS).

Mr. D, the building principal, received his BA from Gettysburg College and his M.Ed from Lehigh University. The 1978-79 school year marks Mr. D's sixth year at School N.

The principal has been assisted during the past six year by Ms. M, the resource teacher. Ms. M has been with the district for a total of thirteen years. She has had experience as a classroom teacher at both the primary and intermediate levels. Ms. M has done graduate (M.Ed) and post graduate work in the area of reading. She is presently completing her Elementary Principal Certification at Lehigh University.

Mr. R was the primary level team leader. He had been at School N for three years and was assigned to the LAT although, he did not teach reading. Mr. R took part in the early LAT activities. During the 1978-79 school year, he accepted another teaching position within the district.

Ms. L, an English reading teacher at the primary level, has been at School N for four years. She has a M.Ed from Lehigh University.

Ms. N was born in Ponce, Puerto Rico. She did her undergraduate work at the University of Puerto Rico and completed her doctoral work at Lehigh University. This is Ms. N's fourth year as a primary teacher at School N.

Ms. J is the intermediate level team leader for School N. She teaches math, science, and social studies. Ms. J received her BS from Kutztown State College in 1971. She completed her M.Ed at the same college.

Ms. B graduated from Moravian College in 1973 and received her M.Ed in 1976 from Temple University. She is an English reading teacher at the intermediate level.

Mr. C has taught Spanish reading for four years at School N. He has also taught in New York and Puerto Rico.

Mr. A is a reading specialist involved with the High Intensity Reading Program at School N. Born in Cambridge, Massachusetts, he attended Judson College and Roosevelt University. He completed his doctoral work at the University of Maine. Mr. A left the district and the LAT during the 1978-79 school year.

## B. Needs Identification Phase

There are three major activities in the Needs Identification Phase of PSIP: (1) Introduction to Needs Identification, (2) Student Needs Analysis, and (3) Program Analysis. Each major activity has a specific input to the PSIP Knowledge Consolidation and PSIP Selection of Outcomes processes. The Introduction to Needs Analysis provides a general statement of a specific problem area; this problem statement provides the PSIP agencies involved in the Knowledge Search and Consolidation processes with data necessary to initiate a definition of criteria relative to the site's specific area of concern. The Student Needs Analysis activities result in a detailed definition of the areas of need for a specific student population within a basic skills curriculum. Again, the Knowledge Consolidation unit uses this Student Needs Definition to further refine the pool of possible R & D outcomes applicable to the problem identified by the site. The Program Analysis provides an indepth description of the current school curricula in a selected skills area. This detailed description also contributes to the criteria used by the Knowledge Consolidation component to identify an appropriate listing or catalog of R & D outcomes to be submitted to the LAT during the Selection phase of PSIP.

### Introduction to Needs Analysis

The Introduction to Needs Analysis took place at School N on April 14, 1977. The LAT consisted of seven classroom teachers, the resource teacher, and the building principal. The SAT was composed of the original Linker, the IU assistant director, Ms. P from RBS, and Mr. H from RISE.

The planned agenda for Introduction to Needs Analysis provided an overview of PSIP objectives, a review of the Needs Analysis activities that would take place, and the reporting of school data from EQA (Pennsylvania State Assessment Program), from the school's testing program, and from the SAT's Pulse Visit.

The case study writer had not been assigned at this point, therefore, there was no documentation of LAT/SAT interaction during the Needs Analysis meetings. Information obtained from the original Linker's log stated that the IU assistant director was responsible for reporting the 1976 SRA Assessment results for School N. The Linker was responsible for reporting school data from the Pulse Visit. The LAT was permitted to react to the Pulse Visit Report. They seemed to agree that the report gave an adequate profile of School N.

Following the presentation of the school data, the LAT participated in a simulation activity based on the RUPS process.

The simulation activity was expected to develop communication skills within the LAT and to provide a model and a strategy that the LAT would use in writing their own problems statement. The LAT divided into four teams and each team worked on writing a general problem statement. It was expected that these four statements would be consolidated into one general problem statement that would provide the following information: what the problem is, who is affected, and the goal for improvement. This was not completed during this meeting.

On April 18, 1977, the second meeting of the LAT and the SAT was held at School N. The entire LAT were present. The SAT consisted of the Linker and a representative from RBS. The goal of this meeting was to define one problem statement for School N, incorporating the concerns of the highest priorities. The four LAT teams shared their problem statements with the entire group. The LAT then joined together to compose one general problem statement. (Appendix A-2)

Student Needs Analysis

The student needs analysis activities at PSIP School N began on May 19, 1977. All LAT members, with the exception of the building principal, were present for the full day session. The original Linker chaired the session with assistance from Ms. P, RBS person. The purpose of the meeting was to develop charts describing the desired student performance in reading for School N. Discussion occurred between the LAT members as to how they would zero in on their target population. Heavy emphasis was on the statistical analysis of the target population. During this session confusion seemed to exist as to making a decision on working the charts out by grade level or by reading levels. A decision was made by the LAT to work out the charts according to grade level. The charts were not completed at this session.

The original Linker met again with the LAT members on the afternoon of July 25, 1977 to revise the desired student needs charts. There were no SAT members present at this half day session. Confusion existed on the part of the LAT as to the tracking of the target population. Apparently, the LAT felt they would have to pre- and post-test their target population. The LAT coordinator later mentioned that, "We were looking at this like a research project and wanted to know how we were going to evaluate this." The original Linker explained that pre- and post-testing of the student population would not be a direct result of the PSIP process.

The original Linker reviewed the Needs Analysis process with the LAT and stated that the main objective of the desired and current charts was to provide working information which would support the detailed student need statement. This seemed to be easily understood by the LAT.

It became evident at this early date that the LAT was not clear on the goals of PSIP and what is expected of them as LAT members. The original Linker had difficulty communicating these goals and working effectively within the PSIP model.

The original Linker met again with the LAT on the afternoon of July 26, 1977. There were no SAT members present. The purpose of this meeting was to focus on current student behavior. The current data was analyzed and recorded on current student behavior charts.

A fourth meeting was held at the original Linker's residence on July 27, 1977, with the LAT, the original Linker, and Mr. H, the representative from RISE. This session began early with a cookout luncheon. The Linker reported that the purpose of the change in meeting place from the school to the Linker's home was to help to build and improve communication with the LAT.

The LAT Coordinator was particularly interested in clarifying the criteria established for mastery. According to the Macmillan Series R material, 100% mastery was desired for completion of goals. Thus, the criteria for desired student performance was set at 100%. Negative discrepancies occurred in all levels. Analysis of the discrepancies was based on the revised desired charts. These revised charts were established on the School N scope and sequence for Series R. In reporting the discrepancies, it was decided by the LAT that any discrepancy that was more than a -10 would be considered as a need for student improvement. All levels were reviewed and discrepancies outlined. The detailed student need statement was also started. Goals for improvement need to be identified as well as problems that exist. As of this day's session, the School N detailed student need statement will follow this outline: who is affected, causes of the problem, problem, and goal for improvement.

A final meeting was held on August 2, 1977, with the LAT, original Linker, and Mr. H, a representative from RISE. The session began with a review of the School N Problem Statement. The group then focused its attention to a statement of the problem per se. At first, there was ambiguity about its nature. This became clear when the LAT presented a handout dealing with the scope and sequence of testing results from Series R. This chart showed there were deficiencies in all reading areas. Through the statistics listed, areas of greatest deficiencies could be indicated. Discussion about priorities was brought out by LAT members stating the need for a hierarchy for classroom use. Mr. H and the original Linker saw no need for prioritization at this time. This suggestion was accepted by the LAT.

The final area interacted upon the statement of goals for improvement of the School N LAT. A singular goal stating "the resolution of the causes of reading difficulties" must be achieved with less than a 10% discrepancy. At this point the LAT

seemed to feel that it was the responsibility of PSIP or RISE or both to provide means to achieving this goal. Both PSIP and RISE stated it was their role to provide alternatives to the LAT, but not to command the steps toward improvement that should be taken. The goal was accepted.

The discrepancy analysis results and the Detailed Student Needs Statement are found in Appendix A-3, A-4.

Analyzing Program Needs

First Program Analysis Session

The first Program Analysis meeting at School N was held on November 17, 1977 at the district administrative building. The original Linker had recently resigned her position with the intermediate unit. A new IU linkage person (hereafter referred to as the Linker) had come on board. The Linker was assisted at this session by Ms. P from RBS. A PSIP evaluator and the case study writer attended this session.

The Linker began the meeting with an explanation of the purpose of Program Analysis and its relationship to previous activities in the PSIP process. There were no problems encountered during this summary of "where we are at". However, the LAT members did not have a real understanding of the PSIP process and where they were going. Later during the day's session, comments were made by several LAT members to point out this fact. "We were never told the total process." "It was never clear to us." Because the LAT did not have the necessary understanding of the process, they were not committed to working toward its success. The original Linker's inability to communicate the PSIP process had resulted in setting up barriers. The LAT coordinator, Ms. M, had the idea that PSIP was a research project and this may have caused her defensive attitude toward the SAT. She was not willing to share information concerning School N. She displayed what may be described as a "show me" attitude toward SAT members.

Following the Linker's brief overview of the day's agenda, Ms. P intorduced to the LAT a model of the influence that contribute to student achievement. (Appendix B-1) Definitions and descriptions of the twelve variables that effect student performance were presented to the LAT. They were to consider whether or not they wished to collect data on each variable. LAT members reacted in a negative manner. Several members displayed a lack of conscious interest in the presentation. Others challenged the issues at hand, asking for additional research to support many of the variables.

Another trouble spot surfaced in the strained relationship between the LAT coordinator Ms. M and another LAT member, Mr. D. Ms. M was defensive about what had been done at School N under her direction. Mr. D, an aggravator, questioned some of the

procedures used at the school. Mr. D, "Let's examine how many dittos we use." Ms. M replied, "Do you want to prove we use too many?" Mr. D, "lots of things here are questionable." It appeared that the LAT was in great need of some strong leadership from the SAT in order to work around the existing barriers set by inter-staff conflict and the poor communication provided by the original Linker concerning the goals of PSIP.

With a great deal of effort, the discussion of each variable was completed and voting took place. The results of this voting procedure are found in Appendix B-2. All variables were selected with the exception of two. Interpersonal motivators and grouping were eliminated. The general feeling was that the staff already dealt with these two variables and that if weaknesses were found in the area of interpersonal motivators, there was little that could be realistically changed anyway.

Possible sources of data and data collection procedures were discussed. The LAT members were to review each variable, select the questions to use to analyze each of the selected variables, and decide how the questions should be asked.

This planning for data collection began as a total LAT activity, but progress through the variables was slow. There was controversy among the LAT members over the questions, the method of collecting data, and who should individually go through the entire set of questions and add or delete any they felt were appropriate or inappropriate. The completed questions would be submitted to the SAT to compile and construct the instruments for data collection.

Following this first Program Analysis session, the Linker met with the LAT coordinator and various members of the SAT several times to review the LAT output for the purpose of constructing the instruments for data collection. Due to the difficulty of working out instruments that the LAT felt would meet their needs, data collection did not occur until March, 1978. Interviews and classroom observation were conducted on March 14-17, & 20, 1978 by the Linker, linker assistant, an IU bilingual education expert, and an RBS person. This data was analyzed by the SAT and special consultants from participating agencies.

Second Program Analysis Session

The second Program Analysis meeting for School N was held at the district's administrative office on June 6, 1978. All LAT members were present. IU representatives were the Linker, linker assistance, and Mr. Jack Brady, IU coordinator of Migrant Education Program. SAT members were PSIP evaluator, Mr. H from RISE, Ms. P, Ms. F, and Mr. B from RBS. The case study writer was also present.

The Linker began the meeting by reviewing the stages of PSIP

that were coming up and the slow progress that had taken place. The PSIP director explained that School N was the first school that the SAT had worked with and some scheduling problems had developed. It was his feeling that earlier problems could be ironed out with more rapid progress in the future.

The purpose of this day's session was to present to the LAT the Program Analysis Report and to develop a Program Needs Statement for School N. The day's agenda included a review of the Program Analysis Report, the examination of School N's curriculum analysis, and a presentation of information and research related to bilingual education.

Mr. Jack Brady read a summary report he had worked on dealing with what research says about bilingual education in the United States. LAT members were provided with a copy of this report.

Following Mr. Brady's report, a discussion developed concerning the students at School N. The LAT pointed out that the majority of students were deficient in language experience, and that this contributes to retardation of their growth in reading and other subject areas. The LAT reported that there is little conversation between children and their parents, and that the students are subsequently missing out on vital language experiences.

The Linker was responsible for giving the highlights of the Curriculum Analysis Report for School N. The purpose of the analysis was to determine the quality of the present curricular materials used at School N as judged by standards of effective curriculum design. If there would be a need for new materials to replace the present material, judgments made about the quality of the existing curriculum components could assist the LAT in their search. The entire Curriculum Analysis Report can be found in Appendix B-3.

The Linker summarized the following findings from the report:

1. One caution about the MacMillian Series was the number of spot checks or skill mastery that are included. Skill mastery should be assessed within a more broad structure.

2. The Laidlow Series was developed for children living in Puerto Rico, and not for children living in the United States.

3. The Laidlow includes a weak teacher support system and makes no provisions for record keeping and skill checks.

Ms. P, Ms. F, and Mr. B, from RBS were responsible for

presenting the information from the Program Analysis Report. Appendix B-4. This report summarized the data from responses given to questions on the program analysis instruments. Information obtained through observation of classes at School N was also included. The results were presented by constructs and variables selected by the LAT at the November 17, 1978 meeting. A brief summary of what research says about each variable was provided to assist in the interpretation of the results.

Information concerning Spanish speaking student population was presented first by program variables. This was followed by findings related to Series R student population concerning the same variable. The LAT had been instructed to make notes of any concerns they had about specific variables discussed during this presentation.

At the conclusion of the report, time was given for the LAT to discuss any concerns they had related to any of the constructs. From the discussion the LAT was asked to develop a list of concerns under each of the four constructs. The following is a list of the constructs and those items that remained LAT concerns:

1. Opportunity

   . library - not enough access time for the students
   . Degree of in-attention to task/lessons
   . Degree of non-completion of homework
   . Intermediate Spanish - only ten minutes instruction per day, two to three times a week
   . Transiency - effect on stable population
   . Testing program for Spanish - desire for criterion-referenced tests correlated with series presently being used
   . Achievement testing for school

2. Motivators

   . Varied materials for intermediate grades
   . Spanish Reading Series (deisre for new one) and supplementary materials

3. Structure

   . Sequencing and Pacing - supplementary is time consuming for Spanish teachers
   . Number of groups within one class

4. Instructional Events

   . Large number of reading groups
   . Intermediate grades - more time being spent on management than in primary grades

. Staff awareness of what makes an effective teacher, and what promotes increased reading achievement

Other

. Confusion of school goals

The LAT agreed to develop a program needs definition based on the data presented. Time was not provided for the LAT to complete this during this day's session. It was agreed that the Linker would meet with a small group of LAT members in the near future to formulate this needs definition.

The SAT provided the LAT with five publications in response to a previous request for research findings.

1. "PSIP Program Analysis Constructs and Variables" by L. Gow (LRDC)

2. "Research Which Supports Use of the Cooley-Lohnes Constructs" by L. Gow (LRDC)

3. "Reading and the Bilingual Child" by D. Natalicio (RISE)

4. "Primary Grades Instruction and Student Achievement Gain" by B. Rosenshine

5. "Second-Language Reading: A Bibliography" by D. Eskey

## C. Selection Phase

### Introduction to Selection

June 30, 1978 was a full day session for the purpose of finalizing Program Needs and Introduction to Selection. The SAT persons involved were Mr. H from RISE and Ms. F from RBS. There were only five of the nine LAT members present at this session. Mr. A, the aggravating LAT member, had left the district to join a commune. Mr. R, who had often teamed up with Mr. D's attacks, had taken another teaching position in the district. Ms. J was on vacation. Ms. N had indicated to the LAT that she was no longer interested in being a part of the LAT. The principal said that Ms. N may be convinced to continue with the team. "She was just in a bad mood when we asked her to attend this meeting."

Before the formal session began there was some discussion about the evaluation forms the LAT members had received. Some members expressed the concern that certain questions were not appropriate to their situation, that one form was received too late for them to make accurate reactions, and that the most recent form received through the mail seemed to repeat many of the questions already answered in previous evaluation forms. The LAT was confused about the purpose of the latest evaluation form. The Linker was not aware of the evaluation form they had received in the mail, but apologized for the delay in the other evaluation form. She stated she was responsible for the delay since she was not familiar with all of the required forms. An explanation was offered for the inappropriate questions. The forms are made up ahead of the sessions and the agenda was flexible and sometimes does not follow the preplanned sessions.

The formal session began with the Linker previewing the agenda. Later, the Linker assistant mentioned that the reading of the details on the agenda should be eliminated or reduced. He felt that this was too time consuming and the LAT seemed bored with this. The Linker considered this suggestion and did agree she sometimes goes off on tangents that will later be covered in the session.

The LAT was asked to present their finalized Program Needs Statement. The LAT coordinator said they had not worked on this until the evening before this session and they did not prioritize their concerns. They had listed each construct and summarized their concerns under the constructs. This much had been accomplished during the last formal session on June 6, 1978.

Because the LAT had not done any work on their own or with the Linker since the last formal meeting, the Linker spent some time going over the program synthesis again. Time was given for

the LAT to review their needs assessment chart relating to both needs and goals. The LAT was asked to determine whether some information was no longer valid, or if some additional information should be included. After a discussion of each of the items in the program synthesis, it was determined that the following information could be added/deleted from the identified problem areas:

1. School N had decided to replace their present Spanish reading series and would like to have someone help them develop criterion-referenced tests for their new Spanish reading series.

2. Based on the results of the data from Program Analysis Report, the LAT agreed to eliminate the need to develop a positive attitude toward school and reading.

3. There exists a need to focus on management versus instructional time and on staff awareness of what makes an effective teacher.

4. The LAT agreed to eliminate confusion of school goals as an area of concern.

The next activity was that of having the LAT determine what type of outcomes might related directly to their program needs. This process becomes quite lengthy with the discussion of each concern and possible outcomes to meet these needs. The LAT needed more direction in terms of what they could expect from the search of the products. The Linker did not seem to be able to help the LAT on this point so they looked to Mr. H from RISE. Ms. M said, "Let's hear from Mr. H. You are the pay off we have been waiting for two years to hear from." Ms. B asks Mr. H, "What do you think we should include in possible outcome? We are sitting here feeling guilty that we might not include something we should."

There had been a feeling of cooperation between the LAT/SAT during this session but there was also a feeling on the part of the LAT that they were not accomplishing as much as they expected. Mr. D continued to contribute to the group discussion, but he became very restless. He was anxious to get into selection. He continually walked around the room pacing back and forth to the windows. Another LAT member asked Mr. D to sit down because his pacing was making her uncomfortable.

After much discussion, criteria was established to help determine the suitability of an outcome and a list of possible outcomes were formulated. Having completed the list of possible outcomes, the LAT was asked to prioritize the outcomes in terms of need and importance. At the same time, the LAT determined whether a specific outcome would be appropriate for the selection process. A complete list of prioritized outcomes is found in Appendix C-1.

Mr. H from RISE reviewed the "Establishment of Ground Rules". He stressed the importance of establishing a list of ground rules in order to facilitate decision making, task assignment, etc. The LAT was asked to review some ground rules that had been established by other schools and then write their own. Again, some of the LAT members began to show their frustration about having to work within established guidelines. Ms. M said, "I don't see any need for ground rules. We haven't had them all along. Why now?" Mr. D continued, "We work very well as a team. Ms. M suggests, the group agrees, and I approve." The LAT were primarily interested in obtaining that end product. They were not interested in PSIP as a change process. The principal and the LAT coordinator were quite satisfied with the existing decision making process in School N and there were no longer any members on the LAT that would challenge that process.

The Linker moved on to the next item on the agenda. The LAT was asked to establish a list of selection criteria they felt were important when considering products. This was preceeded by a filmstrip and tape dealing with the guidelines to be aware of when selecting an educational product. After the filmstrip, the LAT was asked to refer to an article by Neidermeyer and Moncrief relating to selection guidelines. Although the LAT were asked to first work individually and then compare and combine their lists, Mr. D became impatient with the process. He led the LAT into a group activity, establishing those criteria that he felt were important. A complete list of the selection criteria is found in Appendix C-2, page

Mr. D was anxious to call the meeting to a halt. "What do we have to do next? These all day sessions are too long." The Linker explained that in order to get through the day's agenda there was a need to have an all day session. Mr. D continued, "Then you should shorten your agenda. Any meeting over four hours long will not accomplish anything worthwhile after those four hours. You are wasting time then."

At the conclusion of the session, Mr. H gave the LAT members (a) a list of 13 possible outcomes selected by RISE on the basis of the LAT generated data, (b) a description of each of the 13 outcomes, and (c) a blank chart on which the 13 outcomes were to be listed and evaluated in terms of the LAT criteria. The LAT members were asked to read the abstracts and meet as a group to determine which of the outcomes they would like more information on and which ones they felt could be eliminated. When a decision had been made, they would contact the Linker and she could forward the information to RISE.

Second Selection Session

The second selection session was held on August 1, 1978 at the IU office. There were 5 LAT members present. The LAT

coordinator had neglected to inform two LAT team members, Mr C and Ms. N, of this meeting. Therefore, there were no LAT members present to represent the Spanish program in School N. The SAT members attending were Mr. H from RISE and Ms. P from RBS. The Linker assistant and two case study writers were present. The purpose of the meeting was to work with the LAT on the selection process. The LAT would take an in-depth look at the remaining outcomes and further eliminate those that did not meet their established criteria.

Mr. H, from RISE began the session with a brief overview of the selection phase of PSIP and a review of the R & D outcome pool. The overview included some current and background information about the National Diffusion Network, Right To Read, and the National Institute of Education.

At the conclusion of the last formal session, Mr. H had given the LAT thirteen abstracts of R & D outcomes to consider. The R & D outcomes had been selected from the pool using data generated by the student needs analysis and the program analysis activities. The LAT had agreed to review and screen these R & D outcomes using site-specific criteria. Mr. H asked the LAT to discuss any factors which contributed to the elimination of six of the thirteen outcomes. The LAT was not prepared to discuss why they eliminated some outcomes. One LAT member said, "I read these abstracts too long ago to remember why we scratched them." The LAT coordinator revealed, "The total group did not meet to discuss their choices. I received phone calls from the team to inform me of the programs that interested them. I can't discuss reasons why certain programs were eliminated. I went with Mr. D's decision since he had read all of the abstracts and no one was in great opposition to his decision." Mr. H responded, "Is that in the ground rules for making decisions?" Mr. H's comment emphasized that although the LAT felt that the PSIP process should be more flexible and adapt to their needs, guidelines were needed if there was to be the interaction necessary for true problem-solving sequence to come about.

The discussion continued with the principal, Mr. D contributing his reasons for eliminating various programs. Mr. H gave additional information about the eliminated outcomes. Some LAT members became frustrated. One LAT member, Ms. B, commented, "I feel we are not on task here. We are spending an undue amount of time on programs we turned down. Tell us what you think is good." Mr. H responded, "I won't be able to tell what you want unless you can discuss why you eliminated some of these outcomes." Ms. B, "I give up." She withdrew from the discussion in obvious frustration and wrote a note to another LAT member, Ms. J.

The remainder of the day's session was spent reviewing additional information concerning the seven remaining outcomes. During this phase of the meeting, an LAT member, Ms. J, moved to the far end of the table and remained there for the rest of

the session. Both Ms. J and Ms. B did not enter the discussion any longer. The principal, Mr. D, paced the floor. He commented on the fact that Ms. J had moved away from the rest of the group.

The first outcome the LAT reviewed was IRIP. Mr. H showed a filmstrip and gave some additional background information on the program. The general feeling indicated by the LAT was that this was a possibility and that they would like to take a closer look at IRIP. The following list of questions were generated by the LAT concerning IRIP:

- Can we get hands on the package?
- Can individual modules be purchased?
- When/how often is the training conducted?
- Is there a chance of training being held in our area?

The next outcome looked at was SDR (Systems Directed Reading). Ms. P, from RBS described the components of the program and answered questions that the LAT were concerned about. The LAT indicated that they were interested in this program and would like to have some additional information about SDR.

The third outcome reviewed was Confluence of Culture. The RISE person, Mr. H presented a series of overheads which gave a description of the program and also listed many of the actual activities in the program. Because this program was a bilingual one and the two LAT members representing the Spanish discipline were not present, it was decided to hold final judgment until these LAT members had a chance to review the materials and decide on its merits.

The next outcome was Alpha Phonics. Mr. H showed a filmstrip which provided an overview and many of the specific activities involved in the program. The LAT indicated a high level of interest in this outcome. They felt that the implementation of this program would not be very involved and could be handled outside of the PSIP effort.

Precision Teaching was the fifth outcome to be examined. Handouts were distributed providing some background information and a filmstrip gave a graphic description of what the various components of the program were. The LAT expressed an interest in learning more about content and management of Precision Teaching.

The next outcome reviewed was PATL. Mr. H presented a series of overheads which described the program and its major components. After a brief discussion, the LAT indicated that the program would not be suited to School N's needs and could be eliminated.

The last outcome looked at was Instruct. The LAT was interested in the management system which could be plugged into a school's existing reading program, but they were concerned that the program lacked a comprehension element. The LAT desired more

information about Instruct.

Following the review of information on the seven remaining R & D outcomes, Mr. H informed the LAT of the formal eliminating process. This process required the LAT members to match each outcome against their criteria and rate the outcomes numerically in order to narrow their choice down to three or four possible outcomes.

Ms. M, the LAT Coordinator said, "Sounds like a nice process, a reasonable way to do this, but can we do it in the 22 remaining minutes?" Mr. D added, "Some programs are so different from each other that it would be difficult to match them against each other." Mr. D began to look over the outcomes and organize them according to his priorities. He led the LAT to informally determining four outcomes that should be examined in more detail. (IRIP, SDR, Precision Teaching, Instruct) The LAT agreed to continue their interest in the Alpha Phonics outside of PSIP.

The LAT agreed to meet again October 10, 1978. Mr. H suggested that one LAT member might attend an SDR training workshop that would be held at a neighboring school district on October 12, 1978.

R & D Product Awareness Meetings

A brief awareness meeting was held at School N on October 10, 1978. All of the LAT members, with the exception of Ms. N, were present. The principal and LAT Coordinator had arranged for other teachers at School N to cover the classrooms of those LAT members who were attending this meeting. Others attending the meeting were: Mr. R, a newly hired Linker assistant; Mr. H, RISE; Ms. Peggy Albrecht, a consultant for Precision Teaching; and the case study writer.

The purpose of the meeting was the presentation of Precision Teaching, one of the R & D outcomes being considered by the LAT. Ms. Albrecht gave an excellent overview and explained the various components and management of the program.

The majority of the LAT members had to return to their classrooms shortly after the presentation. The LAT coordinator and building principal remained to discuss with the consultant their concerns about how Precision Teaching might work in School N.

Mr. D felt that the program was very promising but was concerned that it might not work well for the School N's transitory, low socio-economic population. Ms. M's concerns rested in the management of the system. She wanted to know what she might say to the teachers to convince them that the management of the system would be worth their efforts.

Mr. H suggested that more information to address these concerns could be obtained by having someone on the LAT attend a Precision Teaching training session to be held on October 12, 1978 at a nearby school district. It was agreed that Ms. M would attend this training session, while another LAT member would attend a training session for SDR. At the next formal selection session, these two LAT members would be responsible for reporting their observations to the entire LAT.

The following day, October 11, 1978, the Linker met with the entire LAT at School N. This was an hour meeting held after school for the purpose of presenting the SDR program. Ms. Betty Warner, an SDR consultant, spoke to the LAT members about the key features of the program. Following the presentation, there was a discussion period.

The Linker reported that although the entire LAT was present for the presentation, it did not appear that they would have much influence on the final decision, selection of the product. She felt that Ms. M and Mr. D had already made up their minds in favor of Precision Teaching. The Linker reported that she spent some time talking with Ms. M about the value of considering various alternatives.

Plans were made to make two conference calls during the next selection session. These calls would be made to the developers of the two remaining outcomes being considered, IRIP and Instruct. The Linker set the date for the next selection session.

Third Selection Session

The third selection session was held on November 8, 1978 at another elementary school in School N's district. The meeting was held at this site because of the availability of a conference call phone. The purpose of the meeting was to provide and share information with the LAT on the four remaining R & D outcomes. All LAT members were present, including Ms. N. She informed the case study writer, "I had no choice. I was told I had to be here." The SAT members attending were Mr. H from RISE and Ms. P from RBS. The Linker, the Linker assistant, and the case study writer were also present.

The two LAT members, Ms. M and Ms. J, reported on their visitation to Souderton School District on October 12, 1978 to observe a training session for Precision Teaching, one of the R & D outcomes being considered by School N. Both LAT members were enthusiastic about the possibility of using this outcome. Ms. M reported that initially she had been skeptical about the expectations set for students using this outcome. After returning from the training session, she asked Mr. J to use the process with her classroom. They were now confident that the students at

School N could meet the expectations and benefit from this outcome. Ms. N questioned if the outcome could be used with the Spanish speaking students. Ms. M assured her that the outcome could be used with all students.

Another LAT member, Ms. L, reported on the SDR training session she had attended at Lower Nazareth on October 12, 1978. She felt the comprehension component of SDR would be helpful to the teachers in School N using the Series R Program.

The Linker reviewed the descriptions of the two R & D outcomes, IRIP and INSTRUCT. Questions were formulated to ask the product representatives during conference calls. Mr. H chaired the conference calls and all of the LAT members were encouraged to question the representatives.

Following the conference calls and discussions, the Linker provided the LAT members with copies of (1) School N's Ground Rules; (2) Criteria for Selection; (3) Prioritized List of Outcomes for School N; (4) Outcome Ranking Summary Sheet; (5) Set of Criteria for Ranking; (6) Final Ballot.

A discussion was then started as to how to conduct the voting. One LAT member said, "What are these ground rules for? Where did they come from? I didn't know we had made any." Apparently the Linker thought that a sample list of ground rules were better than no rules at all.

The LAT were not inclined to go through a formal voting process. They decided to make their selection by an informal verbal vote. There was unanimous consensus to adopt Precision Teaching and the comprehension component of SDR. No one voted to adopt IRIP but they all agreed to obtain a copy of the manual training manual. No one voted to adopt INSTRUCT.

At the conclusion of the session it was decided that the Linker would arrange to meet with the building principal and the district superintendent to review School N's PSIP activities. Plans were set for the next meeting to recapitulate the entire PSIP procedure and begin the implementation plans.

## III. General Discussion

This section of the report will provide a description of PSIP agency persons, the Linker and LAT persons, and a discussion of the Needs Assessment and Selection activities at School N. The roles of PSIP agency persons, the Linker, and the LAT along with the outcomes anticipated and unanticipated for each major activity will be analyzed.

### A. Discussion of Needs Assessment Activities at School N

#### Student Needs Analysis

##### Role Descriptions

The original Linker was primarily responsible for presenting the major activities in the student needs analyses. During some of the activities she was assisted by Ms. P from RBS and/or Mr. H from RISE. On several occasions, the original Linker worked with the LAT independently; no SAT members being present.

The early stages of the PSIP process for School N, up to and including student needs analysis, were marked by a great deal of confusion. The original Linker treated some activities lightly and did not provide an adequate framework for the LAT. She had placed too little emphasis on seeking information from the school site; knowing the teachers, curriculum, and problem.

The original Linker worked with the LAT coordinator to secure student data. There was some difficulty obtaining the desired student data. It is not known if this resulted from the LAT coordinator's "stand off" attitude or the original Linker's inability to communicate effectively, or both.

Although little was documented concerning early PSIP involvement of the LAT members, later interviews with several members revealed that they were frustrated by a lack of clarity about the PSIP process, what was to happen, and what was expected of them. Several LAT members mentioned that they expected more content direction from the SAT.

##### Outcomes

The outcome of student needs analyses was a detailed student needs statement for School N, citing specific needs for both the English and Spanish population at different levels and the goals for improvement. Although the LAT had experienced a great deal of frustration working through the early stages of the process, several members reported some good experiences. One LAT member felt that the student needs activities gave the teachers a better

sense of the difficulties of their present reading series and provided an opportunity to examine their present curriculum and goals. Another LAT member mentioned the opportunity for teachers to talk to each other about what they would like to improve at their school. At this point, it appeared that the LAT members were hopeful that the process would result in something they could use in their classrooms and that their results would be worth the time spent.

## Program Analysis

### Role Descriptions

In September of 1978, the new Linker was hired for PSIP School N. Previous to this assignment, she had been employed by the IU as a resource teacher in the special education program. The PSIP director provided a good deal of early assistance for the new Linker in terms of reviewing activities that had taken place at School N. The Linker began her first formal session with School N working with the LAT on program analysis activities. The Linker coordinated and set up the LAT/SAT meetings.

Ms. P from RBS provided the content and leadership involved in the program analysis activities. The first program analysis session was Ms. P's first attempt to present this module to an LAT. Consequently, the presentation lacked the necessary dynamics for LAT involvement. The LAT coordinator reported, "We went over each variable question by question, as a group. This took too much time. Let's stop playing little games. You give us the instrument." Another LAT member suggested, "Why not have PDE come spend a week or two days and evaluate the school?"

The LAT members were in complete disorder in terms of the PSIP process and strained relationships were beginning to surface. The LAT wanted some reassurance that their efforts would be rewarded. The LAT coordinator commented, "What's the pay off going to be? How will all this help me analyze my program? We want some kind of return for the money being spent. If we don't get somewhere we will call in the NEA consultants."

The LAT conflict which surfaced during the program analysis activities was two-fold. Part resulted from the LAT's lack of clarity and commitment to group goals caused by the original Linker's inability to perform her role; part resulted from individual LAT members personalities. At this point, Ms. M viewed PSIP as a research project. Mr. A, the negative LAT member, made several agitating comments concerning procedures used at School N. This added fuel to the fire. Mr. A's comments were interpreted by Ms. M as personal attacks. She felt Mr. A's comments were attacks on her credibility as resource teacher.

Realizing the extreme difficulty, if not impossibility of

approaching personality conflicts directly, the Linker attempted to manage this interpersonal conflict indirectly. She arranged to have Ms. M take part in the SAT planning meeting for the second program analysis session. This had a positive effect in that Ms. M became more willing to share and assist the SAT toward developing some common understandings. Ms. M developed a more cooperative manner and helped to pull the LAT members together. Later, Mr. A decided to resign his position with the school district and this conflict situation was eliminated.

Outcomes

The PSIP team provided the services of the IU Linker, staff members from two research agencies, RBS and RISE, and the PDE management team. The LAT chose to work several school vacation days on needs alanyses activities. PSIP also provided additional out of class time for the LAT to work directly with the SAT on needs analyses.

The involvement of School N in PSIP needs assessment activities provided the LAT with an analysis of their present reading curriculum and an understanding of the problems that existed in their program. This analysis, plus the additional research information requested by the LAT, provided an awareness that was needed before any real solution could occur.

B. Discussion of Selection Activities at School N

Role Descriptions

Mr. H from RISE was primarily responsible for the selection activities at School N. He identified the thirteen R & D outcomes relative to School N's problem definition and provided the leadership for the LAT in the selection process. Ms. P from RBS provided some assistance for Mr. H during the introduction of those R & D outcomes in which she was familiar.

The Linker served as coordinator between the LAT/SAT. She worked closely with Mr. H to arrange the logistics for the LAT persons to visit R & D training sites and arrange for R & D product consultants to speak to the LAT and provide detailed overviews of their products.

The building principal, Mr. D, dominated the LAT during the selection activities. His insistence on shortening the sessions, eliminating the need for ground rules, and disregarding the suggested formal elimination procedures, permitted him to emphasize his priorities. He viewed PSIP as a means of obtaining an R & D product, excluding the goal of PSIP as a potential problem solving process.

Outcomes

The LAT had arrived at the final selection of an outcome without establishing any ground rules for making decisions. They had established criteria to use to cut through the available outcomes, but Mr. D did not feel it was necessary to use these formal elimination process. Both the Linker and Mr. H played a nondirective role. In-depth information on the four remaining R & D outcomes was provided to the LAT by product developers or by product consultants. The LAT had the opportunity for hands-on examination of these R & D products. The final decision was made by informal verbal vote. The decision of the LAT was to implement Precision Teaching and the comprehension component of SDR. Plans were made to present the products selected to the district superintendent for approval to implement.

The principal and the LAT coordinator were eager to participate in PSIP and viewed the project as a means of obtaining materials and/or inservice training for teachers that would help them increase reading achievement of the students at School N. Most of the LAT members felt that help was needed to collect information about the problem (Reading) and identify possible solutions. PSIP agencies entered School N with the philosophy of developing LAT ownership of the problem solving process. The LAT frequently requested the SAT to tell them what they should want—make their decisions for them. The SAT remained firm in its position as facilitator. The principal then assumed the direction giving role. Needless to say, the final selection of R & D products was not a collaborative LAT decision, but one of direction giving from the principal and LAT coordinator.

Although PSIP provides the opportunity for teachers to become involved in group decision making and problem solving, it must work within the existing organizational structure of the school. The SAT had anticipated more interaction of all LAT members in the problem solving process. Realistically, these teachers were not skilled in this area and the principal did not view this as an important objective of PSIP involvement.

In addition to the prescribed changes in the reading program at School N, PSIP offered individual LAT members an increased awareness of their student and program needs. It also provided an awareness of the existing R & D dissemination system and how to gain access to this system.

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* * * * * * * * * * * * * *

APPENDIX A

SCHOOL N DATA

STUDENT NEEDS ANALYSIS

* * * * * * * * * * * * * *

## Appendix A-1

### Questions for PSIP Pulse Visits

1. What reading materials do you use in your classes?

2. What math materials do you use in your classes?

3. What reading teaching method do you use (whole word, phonics, linguistics, ITA, combination of these)?

4. What math teaching method do you use?

5. Are you satisfied with the progress of most of your students in reading?

6. Are you satisfied with the progress of most of your students in math?

7. If you are not satisfied, have you any suggestion about the reason for unsatisfactory progress?

8. Do you work with students in small homogeneous groups?

9. Do some students tutor other students?

10. Do you design some of your own materials? Do you add supplementary materials from other sources to the regularly adopted math or reading materials? Name them (i.e., games, flash cards)

11. How much time (in minutes) does your class spend on reading daily? Math?

12. Does your school have a library? Do you consider it adequate? Appropriate for the student population? Are all students taught how to use it?

13. Do you have any parent or aide assistance in your classroom?

14. Do most of your students seem to find the math material interesting?

15. Do most of your students seem to find the reading material interesting?

16. If your answer to either of the above questions is "no", can you specify which group is uninterested in the reading materials?

    slowest readers
    average readers
    best readers

    <u>Math</u>
    slowest math students
    average math students
    best math students

17. Do students correct any of their own worksheets? Tests?

18. Do students select their own materials in math? In reading?

19. Are there games or other materials available in your classroom that help students practice math skills or reading?

20. Do your reading materials base progression on achievement of specific objectives?

21. Do your math materials base progression on achievement of specific objectives?

22. Are all students in your class working on the same objective at any given time in reading? In math?

23. Would you say your reading materials are not carefully structured or sequenced, moderately well structured and sequenced, or highly structured and appropriately sequenced?

24. Are your math materials poorly sequenced, somewhat carefully sequenced, or sequenced in small steps to make mastery possible for all students?

25. Do you have a remedial reading program in your school? A special teacher for it? For how many children who require remedial work?

26. *Types of objectives in reading (check one)

general _____
specific _____
both general and specific _____
no objectives _____

27. *If any specific objectives are present, rate the reading curriculum on the clarity of its specific objectives.

| Unclear | | | | Clear |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |

28. *Rate the reading curriculum as to how closely the available materials match the stated objectives.

| No Match | | | | Close Match |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |

*From Cooley-Leinhardt design study (1975)

29. *At the beginning of the year, how do you decide where a child should start in reading or in which reading group he/she belongs? (Check appropriate lines)

By starting at the beginning of the text or series _____
By the results of a standardized test _____
By the results of a curriculum-designed test _____
By the results of a test you developed _____
From the placement of the child at the end of the previous year _____
From wishes of the child _____
Other, please specify _____

_____

30. *Types of objectives in math (check one)

general _____
specific _____
both general and specific _____
no objectives _____

31. *If any specific objectives are present, rate the math curriculum on the clarity of its specific objectives.

| Unclear | | | | Clear |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |

32. *Rate the math curriculum as to how closely the available materials match the stated objectives.

| No Match | | | | Close Match |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |

33. *At the beginning of the year, how do you decide where a child should start in math or in which math group he/she belongs? (Check appropriate lines)

By starting at the beginning of the text or series _____
By the results of a standardized test _____
By the results of a curriculum-designed test _____
By the results of a test you developed _____
From the placement of the child at the end of the previous year _____
From the wishes of the child _____
Other, please specify _____

_____

*From Cooley-Leinhardt design study (1975)

Appendix A-2

## General Problem Statement - School N

EQA results, standardized test scores, and observed performance show that most students at School N are functioning below grade level in reading. We need to reexamine our present methods of instruction to determine a means of improving the effectiveness of our present program. We need to improve student performance within the non-transient population, as measured by a test yet to be specified.

NEED DEFINITION

DESIRED STUDENT PERFORMANCE

Level 4

| DESIRED TYPES OF STUDENT PERFORMANCE | STUDENT BEHAVIORS | MEASURES OF STUDENT BEHAVIORS | STANDARD FOR STUDENT SUCCESS | DESCRIPTION OF STUDENT POPULATION EXPECTED TO MEET STANDARDS |
|---|---|---|---|---|
| Word Recognition | | | | |
| A. Initial Consonants | A. Recognizing the phoneme-grapheme correspondences for /k/c, /r/r, /g/g, /m/m, /b/b, /d/d, /j/j, /s/s, /h/h. | Series R Post-Assessment 4:1 | 100% of the students will achieve mastery at this level. | Children reading in Series R Level 4. |
| B. Final Consonants | B. Recognizing the phoneme-grapheme correspondences for /n/, /d/d. | Series R Post-Assessment 4:2 | | |
| C. Medial Vowels | C. Recognizing the phoneme-graphene correspondences for /a/a. | Series R Post-Assessment 4:3 | | |
| D. Word Bases | D. Recognizing the graphemic bases with initial consonant substitution -an. | Series R Post-Assessment 4:4 | | |
| E. Word Endings | E. Recognize the plural ending -s. | Series R Post-Assessment 4:5 | | |
| | Recognize the verb ending -s. | Series R Post-Assessment 4:6 | | |
| I. Comprehension | A. Finding the main idea. | Series R Post-Assessment 4:7 | | |
| | B. Recalling details | Series R Post-Assessment 4:8 | | |
| II. Study Skills | A. Left-to-right progression | Series R Post-Assessment 4:9 | | |

DESIRED STUDENT PERFORMANCE

Level 5

| DESIRED TYPES OF STUDENT PERFORMANCE | STUDENT BEHAVIORS | MEASURES OF STUDENT BEHAVIORS | STANDARD FOR STUDENT SUCCESS | DESCRIPTION OF STUDENT POPULATION EXPECTED TO MEET STANDARDS |
|---|---|---|---|---|
| I. Word Recognition | | | | |
| A. Initial Consonants | A. Recognizing the phoneme-grapheme correspondences for /f/f, /t/t, /p/p, /k/k, /w/w, /y/y. | Series R Post-Assessment 5:1 | 100% of the students will achieve mastery at this level. | Children reading in Series R Level 5. |
| B. Final Consonants | B. Recognizing the phoneme-grapheme correspondences for /t/t, /g/g. | Series R Post-Assessment 5:2 | | |
| C. Medial Vowels | C. Recognizing the phoneme-grapheme correspondence for /i/i. | Series R Post-Assessment 5:3 | | |
| D. Word Bases | D. Recognizing the graphemic bases with initial consonant substitution -ig, it. | Series R Post-Assessment 5:4 | | |
| II. Comprehension | A. Recalling details. | Series R Post-Assessment 5:5 | | |
| II. Study Skills | A. Contents page. | Series R Post-Assessment 5:6 | | |

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DESIRED STUDENT PERFORMANCE

Level 6

| IRED TYPES OF ENT PERFORMANCE | STUDENT BEHAVIORS | MEASURES OF STUDENT BEHAVIORS | STANDARD FOR STUDENT SUCCESS | DESCRIPTION OF STUDENT POPULATION EXPECTED TO MEET STANDARDS |
|---|---|---|---|---|
| Word Recognition | | | | |
| A. Initial Consonants | A. Recognize the phoneme-grapheme correspondences for /l/l, /v/v, /n/n. | Series R Post-Assessment 6:1 | 100% of the students will achieve mastery at this level. | Children reading in Series R Level |
| B. Final Consonants | B. Recognize the phoneme-grapheme correspondences for /b/b. | Series R Post-Assessment 6:2 | | |
| C. Medial Vowels | C. Recognize the phoneme-grapheme correspondences for /o/o. | Series R Post-Assessment 6:3 | | |
| D. Word Bases | D. Recognize the grapheme bases with initial consonant substitution -ot, -ob. | Series R Post-Assessment 6:4 | | |
| Comprehension | A. Finding the main idea. | Series R Post-Assessment 6:5 | | |
| Study Skills | A. Speech balloons to indicate speakers | Series R Post-Assessment 6:6 | | |

NEED DEFINITION

DESIRED STUDENT PERFORMANCE

Level 7

| DESIRED TYPES OF STUDENT PERFORMANCE | STUDENT BEHAVIORS | MEASURES OF STUDENT BEHAVIORS | STANDARD FOR STUDENT SUCCESS | DESCRIPTION OF STUDENT POPULATION EXPECTED TO MEET STANDARDS |
|---|---|---|---|---|
| . Word Recognition | | | | |
| A. Initial Consonants | A. Recognizing the phoneme-grapheme correspondences for /z/z. | Series R Post-Assessment 7:1 | 100% of the students will achieve mastery at this level. | Children reading in Series R Level |
| B. Final Consonants | B. Recognizing the phoneme-grapheme correspondences for /b/b, /d/d, /n/n, /t/t, /ks/x, /g/g, /p/p. | SR PA 7:2 | | |
| C. Initial Consonant Clusters | C. Recognizing the phoneme-grapheme correspondences for /dr/dr, /fl/fl. /gl/gl, /pl/pl. | SR PA 7:3 | | |
| D. Medial Vowels | D. Recognizing the phoneme-grapheme correspondences for /u/u. | SR PA 7:4 | | |
| E. Word Bases | E. Recognizing the graphemic bases with initial consonant substitution -ut; -un. | SR PA 7:5 | | |
| F. Word Formation | F. Recognizing compound words | SR PA 7:6 | | |
| G. Word Endings | G. Recognizing the verb endings -ed. | SR PA 7:7 | | |

NEED DEFINITION

DESIRED STUDENT PERFORMANCE

| SIRED TYPES OF DENT PERFORMANCE | STUDENT BEHAVIORS | MEASURES OF STUDENT BEHAVIORS | STANDARD FOR STUDENT SUCCESS | DESCRIPTION OF STUDENT POPULATION EXPECTED TO MEET STANDARDS |
|---|---|---|---|---|
| . Comprehension | A. Recalling details | Series R Post-Assessment 7:8 | | |
| | B. Finding the main idea. | Series R Post-Assessment 7:9 | | |
| . Study Skills | A. Contents Page - Author identification | Series R Post Assessment 7:10 | | |

NEED DEFINITION

DESIRED STUDENT PERFORMANCE

Level 8

| DESIRED TYPES OF STUDENT PERFORMANCE | STUDENT BEHAVIORS | MEASURES OF STUDENT BEHAVIORS | STANDARD FOR STUDENT SUCCESS | DESCRIPTION OF STUDENT POPULATION EXPECTED TO MEET STANDARDS |
|---|---|---|---|---|
| I. Word Recognition | | | | |
| A. Final Consonants | A. Recognizing the phoneme-grapheme correspondences for /m/m. | Series R Post-Assessment 8:3 | 100% of the students will achieve mastery at this level. | Children reading at Series R Level |
| B. Initial Consonant Clusters | B. Initial Consonant clusters | | | |
| | 1. Recognizing the phoneme-grapheme correspondences for /kr/cr, /pr/pr, /br/br, /gr/gr, /st/st. | SR PA 8:5 | | |
| | 2. Recognizing the phoneme-grapheme correspondences for voiceless /th/th, /sh/sh. | SR PA 8:6 | | |
| C. Medial Vowels | C. Recognizing the phoneme-grapheme correspondences for /e/e. | SR PA 8:1 | | |
| D. Medial Vowels with the e marker | D. Recognizing the phoneme-grapheme correspondences for /ā/a, /ī/i. | SR PA 8:2 | | |

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NEED DEFINITION

DESIRED STUDENT PERFORMANCE

| DESIRED TYPES OF STUDENT PERFORMANCE | STUDENT BEHAVIORS | MEASURES OF STUDENT BEHAVIORS | STANDARD FOR STUDENT SUCCESS | DESCRIPTION OF STUDENT POPULATION EXPECTED TO MEET STANDARDS |
|---|---|---|---|---|
| E. Word Endings | E. Word Endings | | | |
| | 1. Recognizing the possessive ending -'s. | Series R Post-Assessment 8:7 | | |
| | 2. Recognizing the verb endings -ed, -ing. | SR PA 8:6 | | |
| . Comprehension | A. Developing sequence | SR PA 8:8 | | |
| -94- | B. Understanding characters | SR PA 8:9 | | |
| I. Study Skills | A. Summarizing Information | SR PA 8:10 | | |

NEED DEFINITION

DESIRED STUDENT PERFORMANCE

Level 9

| DESIRED TYPES OF STUDENT PERFORMANCE | STUDENT BEHAVIORS | MEASURES OF STUDENT BEHAVIORS | STANDARD FOR STUDENT SUCCESS | DESCRIPTION OF STUDENT POPULATION EXPECTED TO MEET STANDARDS |
|---|---|---|---|---|
| I. Word Recognition | | | | |
| A. Initial Consonant Clusters | 1. Recognizing the phoneme-grapheme correspondences for /kw/, /qu/. | Series R Post-Assessment 9:1 | 100% of the students will achieve mastery at this level.. | Children reading in Series R Leve |
| | 2. Recognizing the phoneme-grapheme correspondences for /bl/bl, /tr/tr. | SR PA 9:2 | | |
| B. Final Consonant Clusters | B. Recognizing the phoneme-grapheme correspondences for /st/,st, /ngk/nk, /nd/nd, /ng/ng, /ch/ch. | SR PA 9:3 | | |
| C. Final Vowels | C. Recognizing the phoneme-grapheme correspondences for /ī/y. | SR PA 9:4 | | |
| D. Vowel Clusters | D. Recognizing the phoneme-grapheme correspondences for /ē/ee, /ē/ea, /ā/ai. | SR PA 9:5 | | |
| E. Syllabication | E. Hearing syllables in words. | SR PA 9:6 | | |
| F. Contractions | F. Recognizing Contractions with n't. | SR PA 9:7 | | |

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DESIRED STUDENT PERFORMANCE

| RED TYPES OF NT PERFORMANCE | STUDENT BEHAVIORS | MEASURES OF STUDENT BEHAVIORS | STANDARD FOR STUDENT SUCCESS | DESCRIPTION OF STUDENT POPULATION EXPECTED TO MEET STANDARDS |
|---|---|---|---|---|
| Comprehension | A. Distinguishing between fact and fantasy. | Series R Post-Assessment 9:8 | | |
| | B. Predicting outcomes. | SR PA 9:10 | | |
| | C. Understanding cause and effect. | SR PA 9:9 | | |
| Study Skills | A. Classifying units of measure . | SR PA 9:11 | | |

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NEED DEFINITION

DESIRED STUDENT PERFORMANCE

Level 10

| DESIRED TYPES OF STUDENT PERFORMANCE | STUDENT BEHAVIORS | MEASURES OF STUDENT BEHAVIORS | STANDARD FOR STUDENT SUCCESS | DESCRIPTION OF STUDENT POPULATI EXPECTED TO MEET STANDARDS |
|---|---|---|---|---|
| I. Word Recognition | | | | |
| A. Initial Consonant Clusters | A. Recognizing the phoneme-grapheme correspondences for /hw/wh. | Series R Post-Assessment 10:1 | 100% of the students will achieve mastery at this level. | Children reading in Series R L |
| B. Initial Vowels | B. Initial Vowels | | | |
| | 1. Recognizing the phoneme-grapheme correspondences for /a/a. | SR PA 10:2 | | |
| | 2. Recognizing the phoneme-grapheme correspondences for /u/u. | SR PA 10:3 | | |
| C. Vowel Clusters | C. Vowel Clusters | | | |
| | 1. Recognizing the phoneme-grapheme correspondences for /ā/ay. | SR PA 10:4 | | |
| | 2. Recognizing the phoneme-grapheme correspondences for /ō/oa. | SR PA 10:5 | | |
| | 3. Recognizing the phoneme-grapheme correspondences for /ī/ie. | SR PA 10:6 | | |

NEED DEFINITION

DESIRED STUDENT PERFORMANCE

| SIRED TYPES OF DENT PERFORMANCE | STUDENT BEHAVIORS | MEASURES OF STUDENT BEHAVIORS | STANDARD FOR STUDENT SUCCESS | DESCRIPTION OF STUDENT POPULATION EXPECTED TO MEET STANDARDS |
|---|---|---|---|---|
| Comprehension | 1. Understanding character.<br>2. Drawing conclusions. | Series R Post-Assessment 10:8<br>SR PA 10:7 | | |
| Study Skills | A. Following oral directions | SR PA 10:9 | | |

NEED DEFINITION

DESIRED STUDENT PERFORMANCE

Level 11
(Macmillan S R)

IU #20 - 7/77

| DESIRED TYPES OF STUDENT PERFORMANCE | STUDENT BEHAVIORS | MEASURES OF STUDENT BEHAVIORS | STANDARD FOR STUDENT SUCCESS | DESCRIPTION OF STUDENT POPULATION EXPECTED TO MEET STANDARDS |
|---|---|---|---|---|
| A. Word Recognition | | | | |
| 1. Consonant clusters, initial | Recognizes phoneme, grapheme correspondences for /fr/fr, /sm/sm, /sp/sp | Use publisher's Post-Test for all skills. | 100% of population should master each skill. | Students reading at Level II. |
| 2. Consonant clusters, final | Recognizes phoneme, grapheme correspondences for /s/ss, /sh/sh, /l/ll, /k/ck, voiceless /th/th | | | |
| 3. Vowels, initial | Recognizes phoneme, grapheme correspondences for /a/a, /e/e, /i/i, /o/o, /u/u | | | |
| 4. Vowel clusters, initial, medial and final | Recognizes grapheme, phoneme correspondences for medial /oo/oo, /oo/oo. | | | |
| 5. Word formation | Drops final e before adding -ed, -ing, double final consonant before adding -ed, -ing | | | |
| B. Comprehension | 1. Understand characters<br>2. Predict outcomes | | | |
| C. Study Skills | 1. Adjust reading rate<br>2. Follow written directions<br>3. Use public signs | | | |

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NEED DEFINITION

DESIRED STUDENT PERFORMANCE

Level 12
(Macmillan Seri )

IU #20 - 7/77

| SIRED TYPES OF DENT PERFORMANCE | STUDENT BEHAVIORS | MEASURES OF STUDENT BEHAVIORS | STANDARD FOR STUDENT SUCCESS | DESCRIPTION OF STUDENT POPULATION EXPECTED TO MEET STANDARDS |
|---|---|---|---|---|
| Word Recognition | | | | |
| 1. Consonant clusters, initial | Recognizes p-g cor. for initial /skr/scr, /str/str, /thr/thr | Use publisher's Post-Test for all skills. | 100% of population should master each skill. | Students reading on Level 12. |
| 2. Consonant clusters, final | Recognizes p-g cor, for final /rt/rt, /ld/ld | | | |
| 3. Vowel clusters | Recognizes medial /ou/ou, /oi/oi. | | | |
| | Recognizes different spellings for /a/, /ē/, /i/; /ō/. | | | |
| | Recognizes /ur/ spelled as er, ir, or, ur. | | | |
| 4. Word endings | Recognizes comparative endings -er, -est. | | | |
| Comprehension | 1. Develop sequence<br>2. Understanding characters | | | |
| Study Skills | Alphabetize to second letter. | | | |

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NEED DEFINITION

DESIRED STUDENT PERFORMANCE

Level 13
(Macmillan Series

IU #20 - 7/77

| DESIRED TYPES OF STUDENT PERFORMANCE | STUDENT BEHAVIORS | MEASURES OF STUDENT BEHAVIORS | STANDARD FOR STUDENT SUCCESS | DESCRIPTION OF STUDENT POPULATION EXPECTED TO MEET STANDARDS |
|---|---|---|---|---|
| . Word Recognition | | | | |
| 1. Consonants, initial | Recognizes p-g cor. for /s/c, /j/g | Publisher's Post-Test will be used for all skills. | 100% of population should master each skill. | Students reading on Level 13. |
| 2: Consonant clusters, initial | Recognizes p-g cor. for /n/kn, /r/wr | | | |
| 3. Vowel clusters | Recognizes different spellings for /i/, /oi/, /ou/ | | | |
| 4. Word formation | Change y to i before adding -es or -ed. Recognizes doubling the final consonant before adding the comparative endings -er and -est. | | | |
| 5. Contractions | Recognizes contractions with 'll, 'm, 're, 've | | | |
| 6. Prefixes | Recognizes prefix re- | | | |
| . Comprehension | 1. Compare and contrast feelings and story themes<br>2. Evaluate the reality of a story<br>3. Understand cause/effect of character's feelings. | | | |

NEED DEFINITION

DESIRED STUDENT PERFORMANCE

| RED TYPES OF NT PERFORMANCE | STUDENT BEHAVIORS | MEASURES OF STUDENT BEHAVIORS | STANDARD FOR STUDENT SUCCESS | DESCRIPTION OF STUDENT POPULATION EXPECTED TO MEET STANDARDS |
|---|---|---|---|---|
| tudy Skills | 1. Alphabetize to the third letter<br>2. Categorize personal interests for book selection<br>3. Use library for self-selection of books and materials | | | |

NEED DEFINITION

DESIRED STUDENT PERFORMANCE

Level 14
(Macmillan Series

IU #20 - 7/77

| SIRED TYPES OF DENT PERFORMANCE | STUDENT BEHAVIORS | MEASURES OF STUDENT BEHAVIORS | STANDARD FOR STUDENT SUCCESS | DESCRIPTION OF STUDENT POPULATION EXPECTED TO MEET STANDARDS |
|---|---|---|---|---|
| Word Recognition | | | | |
| 1. Vowel Clusters | Recognizes p-g cor. for /ô/al, /ar/ar, /ò/all. Recognizes p-g cor. for /ôy/al, /ò/all, /ēr/ear, /ur/ear | Use publisher's Post-Test for all skills. | 100% of population should master each skill. | Students reading on Level 14. |
| 2. Word Formation | Recognizes changing y to i before adding -er or -est | | | |
| 3. Suffixes | Recognizes suffixes -ful and -less | | | |
| Comprehension | 1. Follow reasons to a conclusion<br>2. List major events leading to a main idea | | | |
| Study Skills | 1. Find definitions of words in a children's dictionary.<br>2. Find words in a dictionary alphabetized to the third letter. | | | |
| Oral Language Skills | Relating self-identity issue to personal experience | | | |

NEED DEFINITION

DESIRED STUDENT PERFORMANCE

Level 19

| SIRED TYPES OF DENT PERFORMANCE | STUDENT BEHAVIORS | MEASURES OF STUDENT BEHAVIORS | STANDARD FOR STUDENT SUCCESS | DESCRIPTION OF STUDENT POPULATION EXPECTED TO MEET STANDARDS |
|---|---|---|---|---|
| mprehension | 1. Identify cause and effect. | | 100% of the pupils will achieve mastery. | Pupils in Series R Level 19. |
| ord Recognition | 1. Recognizing basic sight words in the content area. | | | |
| ictionary Skills | 1. Using main entry, using guide words, and illustrations. | | | |
| iterary Skills | 1. Identifying different types of fiction (fable, historical fiction, myth) | | | |
| eading Study Aids | 1. Outlining | | | |

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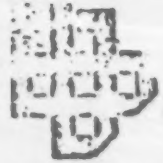
NEED DEFINITION

DESIRED STUDENT PERFORMANCE

Level 20

| DESIRED TYPES OF STUDENT PERFORMANCE | STUDENT BEHAVIORS | MEASURES OF STUDENT BEHAVIORS | STANDARD FOR STUDENT SUCCESS | DESCRIPTION OF STUDENT POPULATION EXPECTED TO MEET STANDARDS |
|---|---|---|---|---|
| Comprehension | 1. Recognizing author's purpose. | | 100% of the pupils will achieve mastery. | Pupils in Series R Level 20. |
| Word Recognition | 1. Identifying accented syllables; primary stress. | | | |
| | 2. Identifying and analyzing compound words. | | | |
| | 3. Reading graphs. | | | |
| | 4. Reading maps. | | | |
| | 5. Reading tables. | | | |



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NEED DEFINITION

DESIRED STUDENT PERFORMANCE

Level 21

| IRED TYPES OF ENT PERFORMANCE | STUDENT BEHAVIORS | MEASURES OF STUDENT BEHAVIORS | STANDARD FOR STUDENT SUCCESS | DESCRIPTION OF STUDENT POPULATION EXPECTED TO MEET STANDARDS |
|---|---|---|---|---|
| prehension | 1. Noting author's word choice. | | 100% of the pupils will achieve mastery. | Pupils in Series R Level 21. |
| d Recognition | 1. Recognizing -le ending as a clue to syllabication. | | | |
| erary Skills | 1. Recognizing story elements: plot, characterization, setting. | | | |
| dy and Dictionary lls | 1. Finding appropriate meanings. | | | |
| ading Study Aids | 1. Developing time sequences. | | | |

NEED DEFINITION

DESIRED STUDENT PERFORMANCE

Level 22

| ESIRED TYPES OF UDENT PERFORMANCE | STUDENT BEHAVIORS | MEASURES OF STUDENT BEHAVIORS | STANDARD FOR STUDENT SUCCESS | DESCRIPTION OF STUDENT POPULATION EXPECTED TO MEET STANDARDS |
|---|---|---|---|---|
| omprehension | 1. Distinguishing among fact, fiction and opinion. | | 100% of the pupils will achieve mastery. | Pupils in Series R Level 22. |
| anguage Skills | 1. Extending ideas and topics.<br>2. Recognizing alliteration. | | | |
| ord Recognition | 1. Recognizing and using common suffixes.<br>2. Recognizing basic sight words in content area. | | | |
| eading Study Aids | 1. Keeping simple records | | | |
| ncyclopedia | 1. Using the pronunciation key | | | |

| IRED TYPES OF ENT PERFORMANCE | STUDENT BEHAVIORS | MEASURES OF STUDENT BEHAVIORS | STANDARD FOR STUDENT SUCCESS | DESCRIPTION OF STUDENT POPULATION EXPECTED TO MEET STANDARDS |
|---|---|---|---|---|
| rehension | Visualizing from a written description. | | 100% of the pupils will achieve mastery. | Pupils in Series R Level 23. |
| juage Skills | 1. Identifying picturesque language. | | | |
| d Recognition | 1. Recognizing and using common prefixes.<br>2. Recognizing basic sight words in the content area. | | | |
| yclopedia | 1. Using the encyclopedia. | | | |
| erary Skills | 1. Identifying different types of fiction. | | | |

NEED DEFINITION

DESIRED STUDENT PERFORMANCE

Level 24

| DESIRED TYPES OF STUDENT PERFORMANCE | STUDENT BEHAVIORS | MEASURES OF STUDENT BEHAVIORS | STANDARD FOR STUDENT SUCCESS | DESCRIPTION OF STUDENT POPULATION EXPECTED TO MEET STANDARDS |
|---|---|---|---|---|
| Comprehension | 1. Using context to determine word meaning. | | 100% of the pupils will achieve mastery. | Pupils in Series R Level 24. |
| Reading Study Aids | 1. Summarizing | | | |
| Language Skills | 1. Identifying homographs.<br>2. Identifying homophones.<br>3. Interpreting figurative language. | | | |

MODSTO 1

Second (
Spanish

| ent Area and ent Behaviors | Measures of Student Behaviors | Desired Standard | Current Standard | Discrepancy |
|---|---|---|---|---|
| Word Recognition, | | | | |
| A. Phonetic Analysis | Phonetic Analysis | 85% | 70% master the skills | -15% |
| | 1. | | | |
| | 2. | | | |
| | 3. | 15% | 15% master 2 of the 5 skills | - 0% |
| | 4. | | | |
| | 5. | | | |
| B. Structural Analysis | 1. | | | |
| | 2. | 85% | 60% master the skills | -25% |
| | 3. | | | |
| | 4. | | | |
| | 5. | | | |
| | 6. | 15% | 15% master 4 of the 8 skills | 0% |
| | 7. | | | |
| | 8. | | | |
| C. Vocabulary Development | 1. | | | |
| | a. | | | |
| | b. | 75% | 50% master the skills | -25% |
| | c. | | | |
| | 2. | | 25% do not master 2 of the skills | -25% |
| | 3. a. | | | |
| | b. | | | |
| | c. | 25% | 0% master 2 of the 3 skills | -25% |

| ıtent Area and ıdent Behaviors | Measures of Student Behaviors | Desired Standard | Current Standard | Discrepancy |
|---|---|---|---|---|
| I. Comprehension | Comprehension | 80% | 30% of the students master the skills | -50% |
| | 1. | | | |
| | 2. | | | |
| | 3. | | | |
| | 4. | | | |
| | 5. | | | |
| | 6. | | | |
| | 7. | 20% | 0% of the students master 6 of the 12 skills | -20% |
| | 8. | | | |
| | 9. | | | |
| | 10. | | | |
| | 11. | | | |
| | 12. | | | |
| I. Study Skills | A. Study Skills | 85% | 60% of the students master these skills | -25% |
| | 1. | | | |
| | 2. | | | |
| | 3. | 15% | 15% of the students master 2 of 4 skills | 0% |
| | 4. | | | |
| | B. Reference Material | 100% | 60% of students master this skill | -40% |
| | 1. | | | |
| | C. Organizational Skills | 100% | 30% of the students master these skills | -70% |
| | 1. | | | |
| | 2. | | | |
| V. Language Dev. | A. Listening | 100% | 70% of students master these skills | -30% |
| | 1. | | | |
| | 2. | | | |
| | 3. | | | |

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NEED DEFINITION

DESIRED STUDENT PERFORMANCE

| RED TYPES OF NT PERFORMANCE | STUDENT BEHAVIORS | MEASURES OF STUDENT BEHAVIORS Desired | STANDARD FOR STUDENT SUCCESS | DESCRIPTION OF STUDENT POPULATION EXPECTED TO MEET STANDARDS Discrepancy |
|---|---|---|---|---|
| | B. Speaking<br>1.<br>2.<br>3.<br>4. | 100% | 50% of students master these skills | (-50%) |
| | C. Oral Reading<br>1.<br>2. | 100% | 60% of students master these skills | (-40%) |
| | D. Writing<br>1.<br>2.<br>3. | 100% | 70% of students master these skills | (-30%) |

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Spanish

| ntent Area and udent Behaviors | Measures of Student Behaviors | Desired Standard | Current Standard | Discrepancy |
|---|---|---|---|---|
| I. Word Recognition | | | | |
| A. Phonetic Analysis | A. Phonetic Analysis | 90% | 60% master the skills | -30% |
| | 1. | | | |
| | 2. | | | |
| | 3. | 10% | 0% master 2 of the 4 | -10% |
| | 4. | | | |
| B. Structural Analysis | B. Structural Analysis | 90% | 50% master these skills | -40% |
| | 1. | | | |
| | 2. | | | |
| | 3. | | | |
| | 4. | 10% | 0% master 3 of 6 skills | -10% |
| | 5. | | | |
| | 6. | | | |
| C. Vocabulary Development | C. Vocabulary Dev. | 90% | 50% master these skills | -40% |
| | 1. | | | |
| | a. | | | |
| | b. | 10% | 10% master the word & picture skill | 0% |
| | c. | | | |
| I. Comprehension | Comprehension | 90% | 30% master these skills | -60% |
| | 1. | | | |
| | 2. | | | |
| | 3. | | | |
| | 4. | | | |
| | 5. | | | |
| | 6. | 10% | 10% master 6 of the 12 skills | 0% |
| | 7. | | | |
| | 8. | | | |
| | 9. | | | |
| | 10. | | | |

| tent Area and dent Behaviors | Measures of Student Behaviors | Desired Standard | Current Standard | Discrepancy |
|---|---|---|---|---|
| . A. Study Skills. | A. Study Skills | 90% | 30% master these skills | -60% |
| | 1. | | | |
| | 2. | | | |
| | 3. | | | |
| | 4. | 10% | 0% of the students master 2 of the 4 skills | -10% |
| B. Reference Material | B. Reference Material | 100% | 30% master this skill | -70% |
| C. Organizational Skills | C. Organizational Skills | 90% | 40% of the students master these skills | -50% |
| | 1. | | | |
| | 2. | 10% | 10% master 1 of 2 skills | 0% |
| V. Language Dev. | A. Listening | 100% | 70% master these skills | -30% |
| | 1. | | | |
| | 2. | | | |
| | B. Speaking | 90% | 50% master these skills | -40% |
| | 1. | | | |
| | 2. | | | |
| | 3. | | | |
| | 4. | 10% | 10% master 2 of the 4 skills | 0% |
| | C. Oral Reading | 100% | 60% master these skills | -40% |
| | 1. | | | |
| | 2. | | | |
| | D. Writing | 100% | 70% master these skills | -30% |
| | 1. | | | |

SIP - IU #20
d/77

## Detailed Student Need Statements

## School N

Bilingual Population - Spanish 1, 2, 3 Grades

All students in the Bilingual Program--first, second, and third grades reading levels--are affected by these reading problems.

What is the cause of the problem?

a. The students demonstrate a poor self-concept.

b. A portion of the community takes a negative attitude toward education.

c. Lack of an understanding of success and the need to experience success.

d. Many students enter Kindergarten without adequate readiness skills.

e. Previous lack of coordinated reading program.

f. Teachers need more techniques for the teaching of reading.

g. We have a multi-lingual community.

h. Home environment not conducive to academic development.

i. Transient population.

j. Not enough materials in Spanish to deal with the different reading problems.

k. Not enough pre-assessing and post-assessing examination to evaluate students.

Problems

a. Inability to decode words using phonics, structural analysis, and the dictionary.

b. Inability to acquire literal and inferential information.

c. Students need motivation and practice speaking and writing in Spanish--inability to develop a unified and coherent paragraph in Spanish.

d. Students need to increase their visual and auditory skills.

e. Students need to have a more positive attitude toward school and reading.

Goal For Improvement

a. Acquisition of better diagnostic techniques in Spanish to assess students' abilities and possible improvement.

b. Access or acquisition of necessary multi-sensory, multi-media materials and aids to accommodate students needs and modalities in Spanish.

c. Students in the Bilingual Program would show measurable improvement in decoding words, comprehension, listening, speaking, and writing.

d. Increase parent and community participation in school affairs.

e. Noticeable improvement in positive student attitude toward school and reading.

APPENDIX B
SCHOOL N DATA
PROGRAM ANALYSES

Chart #1

Model of Influences Contributing to Student Performance

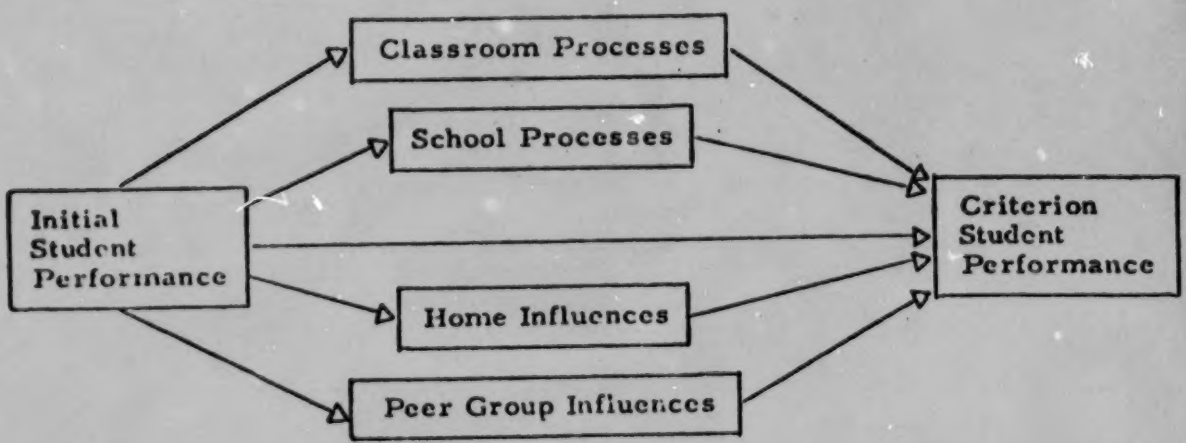
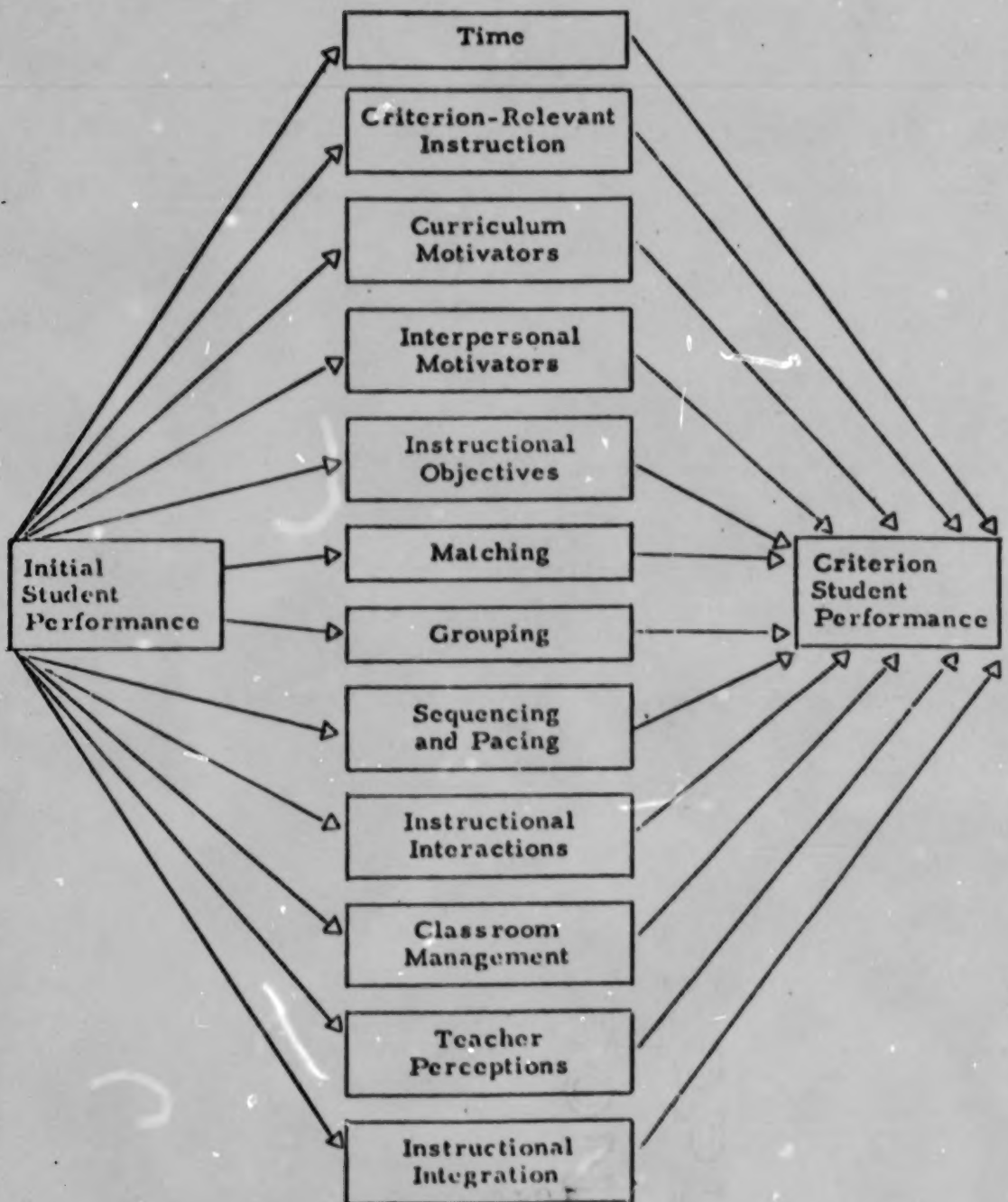


Chart #2

Model of Classroom Variables



## Variables Selected by School N LAT

| VARIABLE | VOTE YES | VOTE NO |
|---|---|---|
| 1. Time | X | |
| 2. Criterion relevant instruction | X | |
| 3. Interpersonal motivators | | X |
| 4. Curriculum motivators | X | |
| 5. Instructional objectives | X | |
| 6. Matching | X | |
| 7. Grouping | | X |
| 8. Sequence | X | |
| 9. Instructional interactions | X | |
| 10. Classroom management | X | |
| 11. Teacher perceptions | X | |
| 12. Instructional integration | X | |
| 13. Student perceptions | X | |

The LAT concensus was to further study the eleven variables voted on in the above list.

Appendix B-3

Doris T. Gow
2/28/78

School N Curriculum Materials Analysis

The detailed problem and needs statements point to affective concerns of School N's LAT which may need to be attacked directly. (For indirect attack on the low self-concept problem see the section of this report on Additional Materials.) However, the needs statements are quite specific about cognitive problems also, and the Macmillan Series R and the Spanish Laidlaw series were examined with particular attention to these specifically identified needs.

Bilingual Population:

Readiness skills.

Decoding skills

Literal and Inferential comprehension

Practice in listening writing and speaking Spanish and motivation to do so.

English Population:

Readiness skills

Letter teaching techniques for reading.

Decoding skills

Comprehension

Study skills.

In both populations, there appear to be some problems in all areas so consistently across the board that the LAT's concern for the affective domain would appear to be a wise and logical place to start. The Pennsylvania Comprehensive Plan for Reading/Language Arts is another way of attacking the "home environment not conductive to academic development" by creating a school

environment where reading is the thing to do.)

Spanish Readers - Laidlaw

The Laidlaw Series Spanish Readers provide some guidance for teachers, but the suggestions are examples of how the lesson should be handled and what questions should be asked, rather than step-by-step directions. While the objectives for each level and each lesson are specific, teacher props are considerably less substantial than those to which most teachers have become accustomed. The fact that the instructor's manual is totally separate from the student materials in itself may demand more preparation time than the usual teacher's edition which includes annotated reprints of student pages.

Each lesson includes teacher orientation to the lesson (including specific questions), terminal objectives, and practice and enrichment activities. It is suggested that the teacher provide advance organizers by introducing and clarifying new concepts, previewing the reading to develop student interest and to use silent reading, oral reading, dramatizations, etc. However, for teaching a bilingual, minority population, the support provided to the teacher is weak. Expectations of such a population and how to handle them are not dealt with at all. This may well be because the series is intended for use in Puerto Rico where the Spanish-speaking population is not a minority in an alien culture. (See the following section.)

The workbook exercises appear to be well-structured and to make good use of such strategies as cues and prompts. There is a reasonable range of variety in the exercises, including crossword puzzles. However, most activities require brief responses to questions or descriptions of things, or reasons for choices,

which demand writing only a few sentences. Lines in the workbook denote the brevity of the writing practice required. More extensive supplemental writing experiences would be necessary to attain improved facility in writing, as expected by the LAT.

Finally, the teacher manuals recommend that records be kept and that informal evaluations be made daily. However, specifics are left to the teacher. It would be necessary, in order to maintain adequate information about student progress to develop tests and progress checklists as well as record forms for each child.

[redacted] Report

Additional Materials:

Houghton Mifflin Preparing to Read was included with the Laidlaw Spanish materials. It was marked "experimental" and is not listed with list of regular materials. It appears to be interesting and fun with stylized illustrations and excellent notes for the teacher in the teacher's guide. With this one volume it wasn't possible to judge structure adequately. What is purports to do it seems to do well.

The striking difference between this book and the Laidlaw series is that the latter is written for a Puerto Rican student population and it not only incorporates information about Puerto Rico but has a very pronounced Puerto Rican cultural flavor. The Houghton-Mifflin does not have this distinctively different style. I have found no research which indicates it is or is not preferable to have a reading program that in its expressed philosophy, stories, pictures, sentence style, background descriptions, etc. strongly reflects the minority culture. Nor is there any that I could find which indicates the reverse is true. It would therefore be something for the LAT to decide. However, it does seem worth noting that everything from the flowery language describing the educational philosophy, to the semi-tropical illustrations and the holidays that are mentioned, is Puerto Rican. Is that what parents want? Does it, in any way hinder the students from transferring to our regular English readers because of the required transition to a totally different cultural context as well? How many of the children or their parents ever lived in Puerto Rico or have been exposed to its culture? How many are more familiar with the institutions of the majority culture except for language?

Since one of the LAT goals was an increase in parent and community participation in school affairs, the possibility of consulting parents on their own preferences about acculturation to Puerto Rico or the U.S. would seem appropriate. Also, some study of the kinds of questions raised on the preceeding page, if they have not been raised already, might be of interest to the I.U., the LAT or the school as in-school research for a possible Title IV grant.

Caroline Trohoski's computer search has uncovered a paper (M.F. 76¢, $1.58 plus postage, printed copy.) by Anthony R. Sancho, "Culture in the Bilingual-Bicultural Curriculum" which advocates a classroom more receptive to individual and cultural differences. It makes some interesting suggestions, but use of materials designed primarily for another cultural setting is not one of them.

<u>New Macmillan Reading Program, Series r</u>

The listing of materials sent to me from Donegan appears to provide all necessary textbooks, workbooks, tests and supplementary skills reservoir and comprehension activities duplicating masters. It is not clear, however, if the Teacher's Resource Books are available to any or all teachers. The listing, "Teachers' Manuals" probably means the volumes called "Teachers' Editions." The "Teachers' Resource Book" for levels 1-36 would appear to be essential in that it provides an overview of the whole program and a skills chart cross-referenced to appropriate series materials. This would certainly facilitate the construction of level skill checklists and sources, for cross-level individual student records, if student keysort cards and class plan sheets were not purchased to aid in management.

The Macmillan program is well structured with instruction and tests matched to objectives. The latter are not written in acceptable behavioral terms but the intent is clear. There are a substantial number of affective objectives. One problem with these, as with most affective objectives in commercial materials, is that there is no provision for assessing student gains in this area by identifying acceptable behavioral evidence of attainment.

The Macmillan series provides a very strong support system for teachers. It furnishes ideas about how to teach reading, indices of skills referenced to materials for reinforcement and extension, assessment options, vocabulary pretest, suggested library books, identification of those objectives that are tested, etc.

Explicit directions are provided for the teacher on what to do and say to the students, even how to emphasize the focus of the lesson, "Run your hand under the title as you read it". Directions are so highly detailed that they even include such admonitions as "Distribute copies of the book and allow time to look it over and discuss it."

There are general directions given as well as specific ones. That is, there is a strategy for teaching sound/symbol correspondences that is repeated in each new instance, and all of the steps are explicitly described.

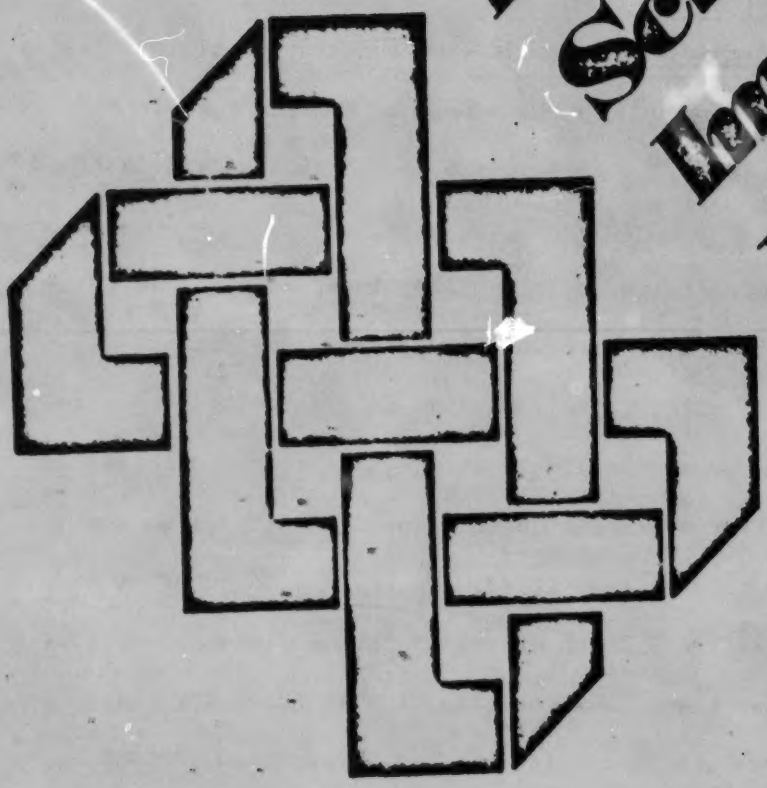
The activities in this series are creative and interesting. The objectives are extensive and varied and include many functional reading skills which are sometimes overlooked in less well-planned materials (e.g., adjusting rate to purpose; following and giving directions; defending an opinion; verbalizing generalizations; reading time schedules; using the newspaper;

summarizing; finding words to express feelings; participating in group discussions; and recognizing ambiguity, connotation, and puns) The large number of terminal objectives makes the materials attractive to almost any purchaser, who would surely be able to locate most of her or his needs among them. However, the adequacy of skill building, practice, maintenance and extension is suspect when the list is so extensive, and spot checks of several of the complex skills indicates the materials could profit from smaller steps in initial teaching and practice on a more carefully controlled (i.e., structured) range of instances.

Other than this general criticism and the fact that there are some highly implausible sentences, in the beginning units when the student's repertoire is limited, (e.g., "I saw a hot frog.") I found the Macmillan r materials to be adequate.

In short, Macmillan r appears to be attractive, interesting, reasonably well-structured and strong in its teacher support system. The fact that most students are functioning below grade level and that decoding is a problem might suggest use of an even more highly structured program such as Distar or ECRI or supplementary materials in both Spanish and English for the major problem areas the LAT has identified. There is some question about the adequacy of the Laidlaw Spanish materials both for teacher support, record keeping and student writing. The question of whether or not these beginning reading students should be acculturated to Puerto Rico through the orientation of their reading materials is another problem which should be addressed.

# Pennsylvania School Improvement Program



PROGRAM ANALYSIS REPORT

MACMILLAN SERIES R

School W

June 6 1978

The following report summarizes responses given to questions on program analysis instruments by (1) English students, (2) teachers of English students, and (3) special school personnel. Information obtained through observation of classes is also presented.

Results are presented by construct and variable. The table below shows where results for each variable were obtained and on what page they may be found in the report. A brief summary of what research says about each variable has been provided to assist in the interpretation of results.

| VARIABLE | Teachers | Primary Students | Intermediate Students | Observation | Special Personnel |
|---|---|---|---|---|---|
| Time | 7 | | 16 | 17 | 18 |
| Criterion-Relevant Instr. | 20 | | | | 21 |
| Curriculum Motivators | 29 | | 39 | 46 | |
| Interpersonal Motivators | | 48 | | | |
| Instructional Objectives | 54 | | | | 56 |
| Matching | 57 | | | | 65 |
| Grouping | | | | 67 | |
| Sequencing and Pacing | 68 | | | | 72 |
| Instructional Interactions | 77 | | 81 | 81 | 81 |
| Classroom Management | 82 | | | 83 | 83 |
| Teacher Perceptions | 84 | | | | 91 |
| Instructional Integration | 92 | | 93 | | 93 |

## Teacher Questionnaire and Interview Results

Responses are presented separately for primary and intermediate teachers for each item. Where possible and appropriate, responses have been further broken down by instructional group (as reported by teachers). Responses for reading levels with groups are reported only when the responding teacher gave different responses for each reading level. If only the group designation is reported, then it may be assumed that the teacher's responses were the same for all reading levels within the group. An instructional group is not reported if there was no response for that group on an item.

The following describes the teachers who responded to questionnaires and interviews.

Primary:

| Number | Group | Instrument |
|---|---|---|
| 1 | 9a,9b,9c | Q,I |
| 2 | 11,12 | Q,I |
| 3 | 13,14,Red,Blue | Q,I |
| 4 | 13,14,Yellow,26 | Q |
| 5 | 15(a&b),16(c&d) | Q,I |
| 6 | 17,18,19,20 | Q,I |
| 7 | 21,22,23,24 | Q,I |
| 8 | 25,27,28 | Q,I |

Intermediate:

| Number | Group | Instrument |
|---|---|---|
| 1 | 31,32 | Q,I |
| 2 | 33,37,38,47,48 | Q,I |
| 3 | 37,38 | Q,I |

| Number | Group | Instrument |
|---|---|---|
| 4 | 39,40,35,36 | Q,I |
| 5 | 41,42,43,44 | Q,I |
| 6 | 45,46 | Q,I |

Student Interview Results

The following groups and numbers of English, primary students responded to an interview form.

| Group | Number of Students |
|---|---|
| 11 | 17 |
| 13 | 26 |
| 16 | 28 |
| 17 | 35 |
| 24 | 50 |
| 28 | 42 |
| T = 6 groups | T = 198 students |

The following groups, grades, and numbers of students responded to an interview form.

| Grade | Number of Students |
|---|---|
| 4 | 21 |
| 5 | 19 |
| 6 | 11 |
| | T = 51 Students |

| Group | Number of Students |
|---|---|
| 29 | 2 |
| 30 | 3 |

| Group | Number of Students |
|---|---|
| 31/32 | 6 |
| 35 | 1 |
| 35/36 | 5 |
| 37/38 | 6 |
| 39 | 2 |
| 39/40 | 6 |
| 41 | 3 |
| 42 | 1 |
| 43 | 2 |
| 44 | 4 |
| 45 | 2 |
| 46 | 4 |
| 47 | 2 |
| 48 | 2 |
| | T = 51 Students |

Observation Results

Observation results apply to both Spanish and English classes. Twelve observations were conducted in the primary grades; fourteen were conducted in the intermediate grades.

Special Personnel Questionnaire and Interview Results

Results were obtained by looking at the responses given by (1) the special reading teacher, (2) the resource teacher, and (3) the school principal.

## OPPORTUNITY

The opportunity children are given to learn what they will be tested on is what the construct of "Opportunity" is representing in the Cooley-Lohnes model. If, for example, students are to be tested on arithmetic skills at the end of each year, then the amount of time that students could work on those arithmetic skills in the classroom during the year would be an appropriate opportunity measure.

There are two main aspects to the opportunity construct. Each of these is referred to as a variable. One has to do with how time is allocated, i.e., how much time is allocated for learning and how much of this time students are actually actively engaged in learning the task at hand. This variable is referred to as "time." The other has to do with how good the fit is between what is being taught in the classroom and what is being tested for on the tests of achievement. This is referred to as "criterion-relevant instruction."

## OPPORTUNITY

1. Total amount of time spent in school (calculated from such indices as average daily attendance, length of school day, and length of school year) is positively related to achievement in reading and mathematics (Bond and Dykstra, 1967; Harris et al., 1968; Wiley and Harnischfeger, 1974).
2. Greater student outcomes are achieved when time in class is spent on task-related academic activities rather than on non-academic activities. Greater amounts of time spent in the classroom on reading and arithmetic and lesser amounts of time spent on such activities as arts and crafts, music, and dancing were found to correlate with higher achievement scores in reading and arithmetic. Academically-engaged time is thus an important determinant of student achievement (Bloom, 1976; Guthrie, in press; Harris and Serwer, 1966; McDonald and Elias, 1976; Stallings and Kaskowitz, 1974; Soar, 1973).
3. The amount of a subject covered is critical in determining student performance. Students must have the opportunity to learn what they will be tested on. Greater amounts of content covered lead to higher achievement scores (Harris and Serwer, 1966; McDonald and Elias, 1976, Pidgeon, 1970).

## Teacher Questionnaire and Interview Results

On an average day, how much time do you spend teaching reading to each instructional group during reading periods? (1.1a-1)

**Primary:**

The Groups 13 and 14 (Yellow 3) and 26 teachers reported teaching 30 minutes to each group during each reading period. All the other seven teachers reported the total time spent teaching reading to all groups during the day. These figures are:

| Time (in minutes) | Total Number of Groups | Groups |
|---|---|---|
| 65 | 2 | 13(red, blue 3), 14( red, blue 3) |
| 75 | 3 | 9a, 9b, 9c |
| 90 | 4 | 15a, 15b, 16c, 16d |
| 105 | 2 | 11, 12 |
| 145 | 3 | 25, 27, 28 |
| 155 | 4 | 17, 18, 19, 20 |
| 195 | 4 | 21, 22, 23, 24 |

**Intermediate:**

All intermediate teachers reported the time they teach for a lesson. The majority of the intermediate groups receive over 40 minutes of reading each day. Reported times are summarized in the table below.

| Time (in minutes) | Total Number of Groups | Groups |
|---|---|---|
| 10 | 2 | 37(10,11,13) 38(10,11,13) |
| 15 | 4 | 35, 36, 39, 40 |
| 25 | 2 | 45, 46 |
| 40 | 5 | 33, 37(8), 38(8), 47, 48 |
| 50 | 4 | 41, 42, 43, 44 |
| 60 | 2 | 31, 32 |

- How much time do your reading students typically spend each day in a teacher directed group reading lesson? (1.1b-1)

Primary:

| Time (in minutes) | Total Number of Groups | Groups |
|---|---|---|
| 10 | 2 | 13 (yellow 3), 14 (yellow 3) |
| 20 | 5 | 15a, 15b, 16c, 16d, 26 |
| 25 | 5 | 9a, 9b, 9c, 11 and 12 (Level 5) |
| 30 | 9 | 11 and 12 (Levels 7 and 8), 13 (red, blue 3), 14(red, blue 3) 21, 22, 23, 24, 25 |
| 30 - 40 | 2 | 17, 18 |
| 40 | 2 | 19, 20 |
| 45 | 2 | 27, 28 |

Intermediate:

| Time in Minutes | Total Number of Groups | Groups |
|---|---|---|
| 10 | 5 | 37(8), 38(8) [individualized], 37 and 38 (Levels 10, 11, 13) |
| 15 | 4 | 35, 39, 40, 48 |
| 18 | 2 | 31, 32 |
| 20 | 2 | 36, 47 |
| 25 | 3 | 33, 45, 46 |
| 30 | 1 | 43 |
| 45 | 3 | 41, 42, 44 |

- How much time will your reading students spend each day in a teacher-aide directed group reading lesson? (1.1b-2)

Primary:

| Group | Number of Minutes |
|---|---|
| 13, 14(red, blue 3) | 30 min. per day/ 2 days a week |
| 17, 18 | 40 min. per day/ 3 days a week |
| 19, 20 | 40 min. per day/ 2 days a week |
| 21 (level 9), 23 (level 12) | 20 min, per day/ 2 days a week |
| 23, 24 (level 14) | 10 min. per day/ 2 days a week |
| 25 | 30 min. per day/ 2 days a week |
| 27, 28 | 45 min. per day on alternate days |

Intermediate:

The Group 37 and 38 (Levels 10, 11, and 13) teacher reported that the students would spend 10 minutes a day in an aide-directed lesson. No other intermediate teachers reported using an aide.

- During a reading class when a student is not in a teacher-directed reading group, what type of activity is a student most likely to be doing? (1.1c)

Primary:

| Groups (Levels) | Most frequent activities |
|---|---|
| 9a | Seatwork related to reading skills and language arts skills<br>Working in a reading learning center<br>Skill related audio-tape or record |
| 9b | Seatwork related to reading skills and language<br>Seatwork from reading workbook<br>Silent reading in the basal |
| 9c | Seatwork related to reading skills and language arts skills<br>Games, activities, related to skills<br>Silent reading in the basal |

| Groups (Levels) | Most frequent activities |
|---|---|
| 11, 12 | Seatwork in other subject areas<br>Working in a reading learning center |
| 13 (red, blue 3)<br>14 (red, blue 3) | Seatwork from reading workbook<br>Silent reading in a library book<br>An aide-directed activity |
| 13 (yellow 3)<br>14 (yellow 3) | Seatwork from reading workbook<br>Working in a reading learning center |
| 15a, 16c, 16d | Seatwork from reading workbook |
| 15b, 26 | Seatwork from reading workbook<br>Silent reading in the basal |
| 17, 18 | Reading skills: vocabulary, phonics<br>An aide-directed activity<br>Skill related audio-tape or record |
| 19, 20 | Reading skills: vocabulary, phonics<br>An aide-directed activity<br>Silent reading in a library book<br>Skill related audio-tape or record |
| 21, 23 (12) | Seatwork from reading workbook<br>An aide-directed activity<br>Seatwork in other subject areas<br>Writing stories |
| 22, 23 (14), 24 (14),<br>24 (17) | Seatwork from reading workbook<br>Seatwork in other subject areas<br>Writing stories |
| 25 | Seatwork from reading workbooks<br>An aide-directed activity<br>Kit |
| 27, 28 | An aide-directed activity<br>Kit<br>Seatwork from reading workbook |

Summary of Primary Student Activities In Order of Frequency

| Activity | Total Number of Groups |
|---|---|
| Seatwork from reading workbooks | 19 |
| An aide directed activity | 11 |
| Seatwork in other subjects | 8 |
| Writing stories | 6 |
| Skill related audio-tape or record | 5 |
| Working in a reading learning center | 5 |
| Reading skills - vocabulary, phonics | 4 |
| Silent reading in basal | 4 |
| Silent reading in a library book | 3 |
| Seatwork related to reading skills and language arts skills | 3 |
| Kit | 3 |
| Games, activities related to skills | 1 |

Intermediate:

| Groups (Levels) | Most frequent activities |
|---|---|
| 31, 32 | SRA, Scholastic, Reader's Digest, novels<br>Seatwork from reading workbook<br>Silent reading in the basal and questions |
| 33, 45, 46 | Seatwork from reading workbook<br>Silent reading in the basal<br>Skill related audio-tape or record |
| 35, 36, 39, 40 | Seatwork from reading workbook<br>Silent reading in the basal<br>Seatwork from a language arts workbook<br>Silent reading in a library book<br>Skill related audio-tape or record |
| 37 (8), 38 (8) | Seatwork from reading workbook<br>Silent reading in the basal<br>Working in a reading learning center |
| 37 and 38 (10, 11, and 13) | Seatwork from reading workbook<br>An aide-directed activity<br>Silent reading in the basal |
| 41, 42 | Seatwork from reading workbook<br>Silent reading in the basal<br>SRA or Scholastic |

| Groups | Most frequent activities |
|---|---|
| 43, 44 | Seatwork from reading workbook<br>Silent reading in the basal<br>Silent reading in a library book |
| 45, 46 | Seatwork from reading workbook<br>Silent reading in the basal<br>Skill related audio-tape or record |
| 47, 48 | Seatwork from reading workbook<br>Silent reading in the basal<br>Math learning activities |

Summary of Intermediate Student Activities In Order of Frequency

| Activity | Total Number of Groups |
|---|---|
| Seatwork from reading workbook | 21 |
| Silent reading in the basal | 19 |
| Skill related audio-tape or record | 9 |
| Silent reading in a library book | 6 |
| Seatwork from language arts workbook | 4 |
| SRA, Scholastic | 4 |
| Working in reading learning center | 2 |
| An aide-directed activity | 2 |
| Math learning activity | 2 |

How many times per week do you assign reading homework? (1.1 d-2)

Primary:

| Times per Week | Total Number of Groups | Groups (Levels) |
|---|---|---|
| 0 | 3 | 13 (yellow 3), 14 (yellow 3), 26 |
| 1 | 12 | 11, 12, 13(red, blue 3), 15a 15b, 16c, 16d, 21, 22, 23, 24 |
| 2 | 1 | 25 |
| 3 | 4 | 9a, 9b, 9c, 28 |
| 3 - 4 | 4 | 17, 18, 19, 20 |
| 4 | 1 | 27 |

Intermediate:

| Times per Week | Total Number Of Groups | Groups (Levels) |
|---|---|---|
| 0 | 9 | 31,32,37,(8), 37 and 38 (10, 11, and 13), 40 (15), 41, 42 |
| Once every other week | | |
| 1 | 2 | 43, 44 |
| 1 | 5 | 33, 35(19), 36, 39, 40, 16) |
| 1 or 2 | 2 | 47, 48 |
| 2 | 1 | 35 (21) |
| 2 - 3 | 2 | 45, 46 |

. How often is the time scheduled for reading instruction interrupted by fire drills, assemblies, late-arriving students, noise in the hallway, and other distractions? (1.2)

Primary

| Frequency | Total Number Of Groups | Group Levels |
|---|---|---|
| About once a month | 7 | 11, 12, 26, 13 (yellow 3), 14 (yellow 3, 21, 22 |
| About every other week | 4 | 13 (red, blue 3), 14 (red, blue 3), 23, 24 |
| Once a week | 5 | 15, 16, 25, 27, 28 |
| Several times a week | 7 | 9a, 9b, 9c, 17, 18 19, 20 |

Intermediate:

| Frequency | Total Number Of Groups | Groups Levels |
|---|---|---|
| Never | 9 | 36, 37 (8), 37 (10, 11, 13, 38 (8), 38, (10, 11, 13, 39, 40, 47, 48 |
| About once a month | 10 | 31, 32, 33, 35, 41, 42, 43, 44, 45, 46 |

. During the school year, how many children, as shown on your attendance register, have transferred into your reading class and out of your reading class? (1.7)

Primary:

| Groups Levels | Number transferred in | Number transferred out |
|---|---|---|
| 9 | 5 | 6 |
| 11, 12 | 2 | 2 |
| 13 (red, blue 3), 14 (red, blue 3) | 7 | 5 |
| 15 | 2 | 0 |
| 16 | 3 | 1 |
| 17, 18 | 4 | 3 |
| 19, 20 | 1 | 0 |
| 25 | 1 | 3 |
| 27 | 2 | 1 |
| 28 | 1 | 1 |

Intermediate:

| Groups (Levels) | Number transferred in | Number transferred out |
|---|---|---|
| 31, 32 | 5 | 3 |
| 33, 37 (8), 38 (8) | 1 | 1 |
| 47, 48 | 2 | 3 |
| 37 (10, 11, 13), 38 (10, 11, 13) | 0 | 1 |
| 39, 40 | 4 | 1 |
| 35, 36 | 6 | 3 |
| 41, 42 | 2 | 0 |
| 43, 44 | 5 | 1 |
| 45 | 2 | 3 |
| 46 | 0 | 1 |

An average of 2.8 primary students transferred into reading classes and 2.2 students transferred out. An average of 2.7 intermediate students transferred into reading classes and 1.7 transferred out.

. What percentage of students consistently fail to complete homework assignments? (1.19 d)

Primary:

| % not completing assignments | Total Number Of Groups | Groups (Levels)* |
|---|---|---|
| 0 - 10 | 2 | 19, 20 |
| 11 - 20 | 13 | 11, 12, 13 (red, blue 3), 14, (red, blue 3), 15, 16, 21, 22, 23, 24, 25, 27, 28 |
| 21 - 30 | 5 | 9a, 9b, 9c, 17, 18 |

Intermediate:

| % not completing assignments | Total Number Of Groups | Groups (Levels)* |
|---|---|---|
| 10 | 8 | 35, 36, 39, 40, 41, 42, 43, 44 |
| 25 | 2 | 45, 46 |
| 33 | 5 | 33, 37 (8), 38 (8), 47, 48 |

*Note: For both primary and intermediate teachers, if a group or level is not listed, the teacher either did not assign homework or did not respond to this item.

## Student Interview Results: Intermediate

. Question 9a: How often to you go to the school library?

Students could select from four responses: everyday, 2 or 3 days a week, once a week and every two weeks.

Once a week - 45; two or three times a week - 3; every two weeks - 2; never - 1.

. Question 9b: Can you go to the school library as often as you want to?

No - 36; Yes - 8; Sometimes - 3; If need a book - 2; no response - 2

. Question 20: Do you like to read to yourself?

Yes - 50; No - 1

## Observation Results

. Instruction was slightly more teacher directed for the primary than for the intermediate grades.

. Student inattention seemed to be high for both primary and intermediate classes; on the average, 25 negative instances of attention for a 10 minute period were observed.

. The following groups received reading instruction in the reading lab:

29 - 30

35 - 43

36 - 44

39 - 47

40 - 48

All groups received 40 minutes of lab work per day, which is supplemented by 40 minutes of instruction in their regular classrooms, except for Groups 29 - 30 which receive 80 minutes of lab work per day.

No homework is assigned by the special reading teacher. During the school year 10 students transferred into the reading lab and 11 transferred out.

Special Personnel Questionnaire And Interview Results

. Students arrive at school at 8:45, have 30 minutes for lunch, and are dismissed at 3:20. The length of the school days is 6 hours and 30 minutes. There are no scheduled recess periods.

. The average yearly attendance rate is 91%. Large number of students are absent during cold/snowy days. The mobility rate of students is very high for the primary grades (40%) and high for the intermediate grades (25%). The average child misses approximately 9% of the school year.

. Time allotted per day for reading and reading-related instruction is as follows:

Intermediate grades - 2, 38 minutes periods

Primary grades - from 60 to 90 minutes

This scheduled time is interrupted by such things as firedrills assemblies, late-arriving students, and noise in the hallways several times a week.

. The following groups received reading instruction in the reading lab:

- 29 - 30

- 35 - 43

- 36 - 44

- 39 - 47

- 40 - 48

All groups receive 40 minutes of lab instruction which is supplemented by 40 minutes of instruction in their regular classrooms, except for groups 29 - 30, which receive 80 minutes of lab work per day. No homework is assigned by the special reading teacher. During the school year 10 students transferred into the reading lab and 11 transferred out.

## Teacher Questionnaire and Interview Results

. What texts, workbooks, or supplementary materials are used? (2.2)

Primary:

All teachers report using some form of workbook or worksheets whether from the basal series, from other commercial sources, or teacher-made ones. The Bill Martin Instant Reader series was used by several teachers (Groups 9, 10, 11, 12, 17, 18, 19, and 20). Other kinds of materials named by various teachers included games, picture activities, writing activities, Peabody Kit, Sounds Of series, DUSO Kit, Follett Readiness Skill boxes, LAUNCH for listening activities, DLM listening tapes, library books, comprehension and phonics worksheets, audio-tapes, newspapers, SRA Reading Lab, Reader's Digest and Veri-Tech Vocabulary.

Intermediate:

All teachers report using workbooks or worksheets for Series R, from other commercial sources, or which they made themselves. Four teachers used SRA reading kits or other forms of kits. Other materials mentioned included Reader's Digest and Scholastic publications, Solo books, learning centers, and tapes.

## Student Interview Results - Intermediate

. Question 5: Are the questions on the reading tests you are given usually about things you worked on or talked about beforehand in class?

| | |
|---|---|
| Yes | 38 |
| Sometimes | 6 |
| No | 6 |
| Given no tests | 1 |

## Special Personnel Questionnaire and Interview Results

. The basic curricula used in the teaching of reading are:

English: Series R, Macmillan Co.

Spanish: Par el mundo del Cuento y la aventura, Laidlaw Co.

The curriculum used in the special reading lab is the HILS System, which includes 400 reading objectives. No specific text series is used. Some supplementary materials used are: System 80, SRA kits, cassettes and 10 different workbook series.

. The standardized tests used to measure overall achievement in reading in the school are the Stanford Diagnostic Reading Tests, given only to English classrooms, both Fall and Spring.

Form F - Primary II

Data were available from two teachers on this instrument. These teachers have been designated below as Teacher A and B. Teacher A gave two sets of responses, on for Level 9 and 11, and another set for Level 12, 14, and 17. These two sets of responses have been presented separately below.

| Section title/Teacher | In section | Number of items: Taught same format | Taught different format | Assumed taught earlier | Assumed taught later | No response |
|---|---|---|---|---|---|---|
| Reading | 24 | | | | | |
| Teacher A, Level 9, 11 | | 7 | 0 | 0 | 14 | 0 |
| Teacher A, Level 12, 14, 17. | | 10 | 14 | 0 | 0 | 0 |
| Teacher B | | 1 | 3 | 0 | 20 | 0 |
| Vocabulary | 28 | | | | | |
| Teacher A, Level 9, 11 | | 0 | 2 | 0 | 26 | 0 |
| Teacher A, Level 12, 14, 17. | | 0 | 28 | 0 | 0 | 0 |
| Teacher B | | 0 | 6 | 0 | 22 | 0 |
| Alphabetization | 7 | | | | | |
| Teacher A, Level 9, 11 | | 2 | 1 | 0 | 4 | 0 |
| Teacher A, Level 12, 14, 17. | | 6 | 1 | 0 | 0 | 0 |
| Teacher B | | 0 | 5 | 0 | 2 | 0 |
| Capitalization | 11 | | | | | |
| Teacher A, Level 9, 11 | | 11 | 0 | 0 | 0 | 0 |
| Teacher A, Level 12, 14, 17. | | 11 | 0 | 0 | 0 | 0 |
| Teacher B | | 0 | 9 | 1 | 1 | 0 |
| Punctuation | 10 | | | | | |
| Teacher A, Level 9, 11 | | 1 | 4 | 0 | 5 | 0 |
| Teacher A, Level 12, 14, 17. | | 1 | 6 | 0 | 2 | 1 |
| Teacher B | | 0 | 6 | 0 | 4 | 0 |
| Spelling | 20 | | | | | |
| Teacher A, Level 9, 11 | | 0 | 2 | 0 | 18 | 0 |
| Teacher A, Level 12, 14, 17. | | 0 | 20 | 0 | 0 | 0 |
| Teacher B | | 0 | 0 | 0 | 0 | 20 |

Form F - Primary II (continued)

| Section title/Teacher | In section | Number of items: Taught same format | Taught different format | Assumed taught earlier | Assumed taught later | No response |
|---|---|---|---|---|---|---|
| Usage | 17 | | | | | |
| Teacher A, Level 9, 11 | | 0 | 3 | 0 | 14 | 0 |
| Teacher A, Level 12, 14, 17. | | 0 | 14 | 0 | 3 | 0 |
| Teacher B | | 0 | 12 | 0 | 5 | 0 |
| Total | 117 | | | | | |
| Teacher A, Level 9, 11 | | 21 | 12 | 0 | 84 | 0 |
| Teacher A, Level 12, 14, 17. | | 28 | 83 | 0 | 5 | 1 |
| Teacher B | | 1 | 41 | 1 | 54 | 20 |
| Percentage | 100 | | | | | |
| Teacher A, Level 9, 11 | | 18 | 10 | 0 | 72 | 0 |
| Teacher A, Level 12, 14, 17. | | 24 | 71 | 0 | 4 | 1 |
| Teacher B | | 1 | 35 | 1 | 46 | 17 |

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Form E - Blue Level

Data were available from three teachers on this instrument. Results for each of the three teachers are reported separately for each of the sections of the instrument. Teachers have been assigned the designations of Teacher C, D, and E.

| Section title/Teacher | In section | Number of items: Taught same format | Taught Different format | Assumed taught earlier | Assumed taught later | No response |
|---|---|---|---|---|---|---|
| Reading | 60 | | | | | |
| Teacher C | | 4 | 27 | 0 | 28 | 1 |
| Teacher D | | 0 | 0 | 0 | 60 | 0 |
| Teacher E | | 0 | 60 | 0 | 0 | 0 |
| Vocabulary | 30 | | | | | |
| Teacher C | | 13 | 0 | 0 | 17 | 0 |
| Teacher D | | 10 | 0 | 0 | 20 | 0 |
| Teacher E | | 19 | 11 | 0 | 0 | 0 |
| Language arts | 70 | | | | | |
| Teacher C | | 5 | 0 | 0 | 65 | 0 |
| Teacher D | | 6 | 0 | 2 | 0 | 60 |
| Teacher E | | 0 | 69 | 0 | 1 | 5 |
| Spelling | 40 | | | | | |
| Teacher C | | 0 | 0 | 0 | 40 | 0 |
| Teacher D | | 0 | 0 | 0 | 0 | 40 |
| Teacher E | | 0 | 40 | 0 | 0 | 0 |

Form E - Blue Level (continued)

| Section title/Teacher | In section | Number of items: Taught same format | Taught different format | Assumed taught earlier | Assumed taught later | No response |
|---|---|---|---|---|---|---|
| Total..... | 200 | | | | | |
| Teacher C..... | | 22 | 27 | 0 | 150 | 1 |
| Teacher D..... | | 16 | 2 | 0 | 82 | 100 |
| Teacher E..... | | 19 | 180 | 0 | 1 | 0 |
| Percentages..... | 100 | | | | | |
| Teacher C..... | | 11 | 14 | 0 | 75 | 1 |
| Teacher D..... | | 8 | 1 | 0 | 41 | 50 |
| Teacher E..... | | 10 | 90 | 0 | 1 | 0 |

Form E - Green Level

Data were available from two teachers on this instrument. Teachers have been assigned the designations of Teacher F and Teacher G for ease of reference. Results for each have been reported separately for each of the sections of the instrument.

| Section title/Teacher | In section | Taught same format | Taught different format | Assumed taught earlier | Assumed taught later | No response |
|---|---|---|---|---|---|---|
| | | Number of items | | | | |
| Reading | 60 | | | | | |
| Teacher F | | 1 | 31 | 0 | 28 | 0 |
| Teacher G | | 0 | 57 | 0 | 3 | 0 |
| Spelling | 40 | | | | | |
| Teacher f | | 0 | 40 | 0 | 0 | 0 |
| Teacher G | | 0 | 19 | 0 | 20 | 1 |
| Vocabulary | 30 | | | | | |
| Teacher F | | 0 | 30 | 0 | 0 | 0 |
| Teacher G | | 0 | 24 | 0 | 6 | 0 |
| Language arts | 70 | | | | | |
| Teacher F | | 0 | 50 | 0 | 20 | 0 |
| Teacher G | | 0 | 59 | 0 | 11 | 0 |
| Total | 200 | | | | | |
| Teacher F | | 1 | 151 | 0 | 48 | 0 |
| Teacher G | | 0 | 159 | 0 | 40 | 1 |
| Percentage | 100 | | | | | |
| Teacher F | | 1 | 75 | 0 | 24 | 0 |
| Teacher G | | 0 | 80 | 0 | 20 | 0 |

## MOTIVATORS

According to the Cooley-Lohnes model, motivation can be viewed as being internal or external. External motivation refers to all the elements in an educational environment that increase the likelihood that students will engage in and sustain learning activities. The variable name assigned to this aspect of the construct is "curriculum motivators." Internal motivation refers to student behaviors and attitudes that tend to support high rates of learning. This variable is referred to as "interpersonal motivators."

## MOTIVATORS

1. Higher achieving classrooms are characterized as being "convivial, cooperative, democratic, and warm," whereas in lower achieving classrooms there is more belittling, shaming of students, and use of sarcasm (Tikunoff, Berliner, and Rist, 1975).
2. Teacher criticism of student behavior, shouting scolding, ridicule, and sarcasm are consistently negatively related to achievement (Solomon and Kendall, 1976).

## Teacher Questionnaire And Interview Results

- How interesting do the basals, workbooks, supplementary reading activities, and classroom library books seem to be for your students? (3.1)

Primary:

| | Very uninteresting | Somewhat uninteresting | OK | Interesting | Very Interesting |
|---|---|---|---|---|---|
| Basal | | | 25 | 9,10,11,12, 15,16 | 17,18,19,20, 21,22,23,24 27,28 |
| Workbook | | | 17,18, 19,20, 21,22 23,24, 25 | 11,12,15, 16,27,28 | 9,10,13(rb3) 14(rb3) |
| Supplementary | | | 13(rb3) 14(rb3) 15,16, 17,18, 19,20, 21,22, 23,24 | 11,12 13(rb3), 14(rb3), 17,18,19, 20,25,27, 28 | 9,10, 13(rb3), 14(rb3), 17,18,19, 20,25,27,28 |
| Library books | | 9,10,17,18, 19,20,25 | 11,12, 13(rb3) 14(rb3) 17,18, 19,20 | 15,16,17,18, 19,20,27,28 | 21,22,23,24 |
| Instructional films | | | 11,12, 17,18, 19,20 | 25,27,28 | |

### Total Number Of Primary Groups Responding In Each Category

| Very uninteresting | Somewhat uninteresting | OK | Interesting | Very Interesting |
|---|---|---|---|---|
| Basal | | 1 | 6 | 10 |
| Workbook | | 9 | 6 | 4 |
| Supplementary | | 12 | 11 | 11 |
| Library books | 7 | 8 | 8 | 4 |
| Instructional films | | 6 | 3 | |

Intermediate:

| | Very uninteresting | Somewhat uninteresting | OK | Interesting | Very Interesting |
|---|---|---|---|---|---|
| Basal | | | | 37(10,11,13) 38(10,11,13) 41,42,43,44 | 31,32,35,36, 39,40,45,46, 33,47,48 37(8), 38(8) |
| Workbook | | | 37,(10, 11,13) 38(10, 11,13) | 31,32,41,42, 43,44 | 35,36,39,40, 45,46,33,47, 48,37(8), 38(8) |
| Supplementary* | | | 41,42, 43,44 | 31,32 | 35,36,39,40, 45,46 |
| Library books | | | 41,42, 43,44 | 31,32,35,36, 39,40,45,46, 47,48,33, 37(8),38(8) | |
| Instructional films | | | | 45,46,33,47, 48,37(8), 38(8) | 31,32,37(10, 11,13), 38(10, 11,13)35,36,39, 40,41,42,43,44 |

*Note: A rating of 4.5 (between Interesing and Very Interesting), was assigned to supplementary materials by the teacher of Groups 33,47,48, 37(8), and 38(8).

Total Number Of Intermediate Groups Responding To Each Category

| | Very uninteresting | Somewhat uninteresting | OK | Interesting | Very Interesting |
|---|---|---|---|---|---|
| Basal | | | | 6 | 13 |
| Workbook | | | 2 | 6 | 11 |
| Supplementary | | | 4 | 2 | 6 |
| Library Books | | | 4 | 13 | |
| Instructional films | | | | 7 | 12 |

How many modes of instruction are used in the teaching of reading? Indicate frequency of use. (3.2)

Primary:

| Media | Everyday | Several times a week | Once a week | At least once a month | Less than once a month | Never |
|---|---|---|---|---|---|---|
| Textbook | 9abc,26,17, 18,19,20,21, 22,23,24 | 11,12,13(y3), 14(y3),15ab, 25,27,28 | | | | 13(rb3) 14(rb3) 16cd |
| Workbooks or sheets | 9abc,11,12, 13(rb3), 14(rb3), 13(y3), 14(y3), 15ab,16cd,17, 18,19,20,21, 22,23,24,25, 27,28 | 26 | | | | |
| Books other than text | 15ab,16cd | 11,12,21,22, 23,24 | 9abc,26,17, 18,19,20 | 13(y3), 14(y3) | | 13(rb3), 14(rb3), 25,27,28 |
| Audio tapes | | 9abc,21,22, 23,24 | 11,12,15ab, 17,18,19,20, 25 | 16cd,27,28 | 26 | 13(y3), 14(y3) |
| Filmstrips | | | | 17,18,19,20 | 9abc,25, 27,28 | 11,12,26 13(y3), 14(y3), 15ab, 16cd,21, 22,23, 24 |

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3.2 Primary (continued)

| Media | Everyday | Several times a week | Once a week | At least once a month | Less than once a month | Never |
|---|---|---|---|---|---|---|
| Games, puzzles | 9abc | 11,12,21,22, 23,24 | 13(rb3), 14(rb3), 15ab,16cd, 17,18,19,20 | 26,25,27,28 | 13(y3), 14(y3) | |
| Flash cards | 9abc, 13(rb3), 14(rb3), 26,13(y3), 14(y3),15ab, 16cd,25,27, 28 | 11,12,21,22, 23,24 | 17,18,19,20 | | | |
| Manipulatives | 9abc,15ab, 16cd | 13(y3), 14(y3) | 11,12,26,25 | | 17,18,19, 20,21,22, 23,24 | 27,28 |
| Reading kits (SRA, Reader's Digest, etc.) | 9abc,26,24 24(17),27,28 | 25 | 13(rb3) 14(rb3) | | | 11,12, 13(rb3), 14(rb3), 13(y3), 14(y3), 15ab,16cd, 17,18,19,20 |

3.2 Primary (continued)

Total Number of Primary Groups Using Each Media

| Media | Everyday | Several times a week | Once a week | At least once a month | Less than once a month | Never |
|---|---|---|---|---|---|---|
| Textbook | 10 | 8 | | | | 4 |
| Workbook | 18 | 1 | | | | |
| Books Other Than Text | 2 | 6 | 6 | 2 | | 5 |
| Audio Tapes | | 5 | 8 | 3 | 1 | 2 |
| Filmstrips | | | | 4 | 4 | 11 |
| Games, Puzzles | 1 | 6 | 8 | 4 | 2 | |
| Flash Cards | 9 | 6 | 4 | | | |
| Manipulatives | 3 | 2 | 4 | | 8 | 2 |
| Reading Kits | 5 | 1 | 2 | | | 10 |

Intermediate:

| Media | Everyday | Several times a month | Once a week | At least once a month | Less than once a month | Never |
|---|---|---|---|---|---|---|
| Textbook | 37(8), 38(8), 35, 36, 39, 40, 45, 46 | 33, 47, 48, 31, 32, 37(10, 11, 13), 38(10, 11, 13) | | | | |
| Workbooks or sheets | 37(8), 38(8), 35, 36, 39, 40, 41, 42 | 31, 32, 33, 47, 48, 43, 44, 45, 37(10, 11, 13), 38(10, 11, 13), 46 | | | | |
| Books Other Than Text | | 31, 32, 41, 42, 43, 44 | 33, 47, 48, 37(8), 38(8), 45, 46, 35, 36, 39, 40 | 37(10, 11, 13), 38(10, 11, 13) | | |
| Audio Tapes | | | 33, 45, 46 | 37(8), 38(8), 47, 48, 35, 36, 39, 40, 37(10, 11, 13), 38(10, 11, 13), 41, 42, 43, 44 | 31, 32 | |
| Filmstrips | | | 33, 45, 46 | 37(8), 38(8), 47, 48, 35, 36, 39, 40, 41, 42, 43, 44 | 31, 32, 37(10, 11, 13), 38(10, 11, 13) | |
| Games, puzzles | | | 37(8), 38(8), 33, 47, 48, 43, 44, 45, 46 | 37(10, 11, 13), 38(10, 11, 13), 35, 36, 39, 40, 41, 42 | 31, 32 | |
| Flash cards | | 37(10, 11, 13), 38(10, 11, 13), 45, 46 | | 35, 36, 39, 40 | 41, 42, 43, 44 | 31, 32 |
| Manipulatives | | | 37(8), 38(8) | 35, 36, 39, 40, 45, 46 | 41, 42, 43, 44 | 31, 32 |
| Reading kits (SRA, Reader's Digest, etc.) | | 31, 32, 41, 42, 43, 44 | | 35, 36, 39, 40 | | 37(10, 11, 13), 38(10, 11, 13) |

3.2 Intermediate (continued)

Total Number of Intermediate Groups Using Each Media

| Media | Everyday | Several times a week | Once a week | At least once a month | Less than once a month | Never |
|---|---|---|---|---|---|---|
| Textbook | 8 | 7 | | | | |
| Workbooks or sheets | 8 | 11 | | | | |
| Books Other Than Text | | 6 | 11 | 2 | | |
| Audio Tapes | | | 3 | 13 | 2 | |
| Filmstrips | | | 3 | 12 | 4 | |
| Games, Puzzles | | | 9 | 8 | 2 | |
| Flash Cards | | 4 | | 4 | 4 | 2 |
| Manipulatives | | | 2 | 6 | 4 | 2 |
| Reading Kits | | 6 | | 4 | | 2 |

- On the average, how long after a student has completed a specific reading assignment does he/she receive information on the correctness of his/her performance? (3.4)

Primary:

| Length of time | Seatwork | Homework | Test | Long-range project |
|---|---|---|---|---|
| within an hour | 26,13(y3) 14(y3) 15ab,16cd | 9abc,17, 18,19,20 | 15ab,16cd, 17,18,19,20 21,22,23,24 25,27,28 | |
| Within three hours | | | | |
| Same day | 13(rb3), 14(rb3), | 25,27,28 | 9abc | 9abc |
| Next day | 9abc,11,12, 13(rb3), 14(rb3) 15ab,16cd 21,22,23,24, 25,27,28 | 11,12 13(rb3, 14(rb3) 26,13(y3), 14(y3) 15ab,16cd | 11,12,26, 13(y3), 14(y3) | |
| Two days later | 17,18,19,20 | 21,22,23,24 | | 21,22,23,24 |
| Same week | | | | |

Note: The teacher of Groups 15ab and 16cd notes that he/she gives feedback within an hour for the workbook and the next day for worksheets.

The majority of primary students receive feedback on their seatwork and homework by the next day, on their tests within an hour, and on their long range projects two days later.

Intermediate:

| Length of time | Seatwork | Homework | Test | Long-range projects |
|---|---|---|---|---|
| Within an hour | 31,32,41,42, 43,44 | | | |
| Within three hours | | | | |
| Same day | 33,47,48, 37(8),38(8), 45,46 | | 33,47,48, 37(8),38(8), 45,46 | |
| Next day | 31,32,33,47, 48,37(8), 38(8), 37(10,11,13), 38(10,11,13) 35,36,39,40 | 33,47,48, 37(8),38(8), 35,36,39,40 41,42,43,44 45,46 | 31,32,33,47, 48,37(8), 38(8) 37(10,11,13) 38(10,11,13) 35,36,39,40 41,42,43,44 | 37(10,11,13) 38(10,11,13) |
| Two days later | 31,32 | | 31,32 | 35,36,39,40 41,42,43,44 |
| Same week | 31,32 | | 31,32 | 31,32,35,36, 39,40,45,46 |

The teacher of Groups 31 and 32 reports giving feedback on seatwork "sometimes" the next day, or two days later, or the same week. This teacher also gives feedback on tests the next day, or two days later, or the same week.

The majority of the intermediate groups receive feedback on their seatwork, homework, and tests, on the next day. On long-range projects, most groups receive feedback from 2 to 5 days later.

3.5 a-1 Do you have reading learning centers in your reading classroom?
a-2 If yes, indicate which reading levels within an instructional group use the learning centers.

Primary

Four teachers reported that they did not have reading learning centers. Listed below are the instructional groups and reading levels which are reported as having and using reading learning centers.

| Groups | Levels |
|---|---|
| 9a | 7 |
| 15a,15b | 4 |
| 16c,16d | 3 |
| 17,18,19,20 | all |
| 21,22,23,24 | all |

Intermediate

Two teachers reported that they did not have reading learning centers. The instructional groups and reading levels which are reported as having used such centers are given below.

| Groups | Levels |
|---|---|
| 37,38 | 8 |
| 35 | 21 |
| 36 | 20 |
| 41,42,43,44 | 4 |
| 45,46 | 12,14,16 |

Note: Three teachers (Groups 17, 18, 19, 20 from the primary teachers and the teachers of Groups 41, 42, 43, 44 and Groups 45 and 46) report that centers are present in their classrooms "sometimes."

## Student Interview Results: Intermediate

. Question 10b: How interesting do you find the library books that are in your classroom?

| | |
|---|---|
| Interesting | 24 |
| Very Interesting | 5 |
| Good | 8 |
| Varies | 8 |
| Not Interesting | 2 |
| So/So | 2 |
| Very Good | 1 |
| Fair | 1 |

. Question 10a: Do you read the library books that are in the classroom?

| | |
|---|---|
| Yes | 46 |
| Sometimes | 5 |

. Question 11: Does your teacher read to you in class?

| | |
|---|---|
| Yes | 41 |
| Sometimes | 6 |
| No | 4 |

. Question 12b: Does your teacher ever write notes to tell you how well you have done in reading class?

| | |
|---|---|
| Yes | 33 |
| Sometimes | 3 |
| Only on Report Cards | 2 |

| | |
|---|---|
| Teacher has written a note once | 1 |
| No | 12 |

. Question 14: Do you ever listen to stories with earphones or headsets?

| | |
|---|---|
| Yes | 31 |
| Sometimes | 3 |
| Once | 4 |
| No | 13 |

. Question 15: Do you ever do reading work with tapes or records?

| | |
|---|---|
| Yes | 16 |
| Sometimes | 2 |
| Only once | 3 |
| No | 20 |

. Question 1a: Is reading important to you?

| | |
|---|---|
| Yes | 43 |
| A little | 3 |
| Sort of | 3 |
| N/ | 1 |
| Maybe | 1 |

. Question 1b: Tell why your reading is important to you?

| | |
|---|---|
| Helps me learn | 26 |
| Enjoy it | 8 |

| | |
|---|---|
| Helps in jobs | 6 |
| Helps get better grades | 3 |
| Helps to follow directions | 3 |

Other reasons given included:

to be independent of others,

to judge peoples' opinions,

to communicate with people,

to improve imagination, and

to prepare for college.

Question 5: What do you like about your reading class?

| | |
|---|---|
| Reading stories and books | 19 |
| Workbooks | 13 |
| Fun in class | 5 |
| Games | 4 |
| Answering questions | 2 |
| Liked everything | 2 |

Responses given by individual students are: Check-out tests, teacher reading aloud, learning new words, the T.V., the fact that it "passes time," the teachers conference, and Puerto Rican history. Three students said there was "nothing special" that they liked about their reading class; five didn't know what they like.

. Question 4: Do you like the reading book you use?

| | |
|---|---|
| Yes | 46 |
| OK | 4 |
| So/So | 1 |

. Question 16: Does anyone read to you at home, and if so, who? Most students reported that they read to others in their family or read to themselves. Six answered that their mothers read to them; three that their brothers and sisters read to them; and one that his father does.

. Question 17a: Do you have books at home to read?

| | |
|---|---|
| Yes | 46 |
| No | 5 |

. Question 17b: Do you use these books to help you with your work?

| | |
|---|---|
| Yes | 28 |
| Sometimes | 6 |
| No | 16 |
| No Response | 1 |

. Question 17c: Do you read books at home for fun?

| | |
|---|---|
| Yes | 32 |
| Sometimes | 5 |
| No | 14 |

. Question 18: Do you ever go to the public library?

| | |
|---|---|
| Yes | 31 |
| No | 20 |

. Question 19: Do you belong to a book club or reading club?

| | |
|---|---|
| Yes | 7 |
| No | 44 |

. Question 21: Do you like the period in school when you all read to yourselves?

| | |
|---|---|
| Yes | 46 |
| Sometimes | 1 |
| O.K. | 2 |
| No | 2 |

. Question 22: Do you like the period in school when the teacher reads to you?

| | |
|---|---|
| Yes | 36 |
| So-so | 4 |
| O.K. | 1 |
| Sometimes | 3 |
| Don't care | 1 |
| No | 3 |
| No response | 1 |

. Question 23: Have you read any books that you like better than your favorite T.V. show?

| | |
|---|---|
| Yes | 29 |
| No | 21 |
| Didn't know | 1 |

Question 24: What is your favorite book?

| | |
|---|---|
| Secret & Space | 1 |
| The Possum | 1 |
| Chee-Chee and Keroo | 1 |
| The Mystery & Dracula's Castle | 1 |
| The Wonderful Flight to the Mushroom Planet | 1 |
| Charlie & the Chocolate Factory | 2 |
| Witches Broom | 1 |
| Crazy Horse | 1 |
| Charlie Brown | 1 |
| Morris Goes to School | 1 |
| Christopher Robin | 1 |
| Trouble after School | 1 |
| Ben and Me | 1 |
| I'm 15 & I don't Want to Die Yet | 1 |
| Space Cat | 1 |
| Treasure Island | 1 |
| Roll of Thunder, Hear My Cry | 1 |
| Gus is a Friendly Ghost | 1 |
| Secret Valley | 1 |
| The Rescuers | 1 |
| Biography of President Kennedy | 1 |
| Great White Sharks | 1 |
| Charlotte's Web | 2 |
| About Suns & Planets | 1 |

| | |
|---|---|
| "Spanish book about Caterpillar and Butterfly" | 1 |
| Pinnochio | 1 |
| Cat & the Hat | 1 |
| Snip, Snap & Sneer | 1 |
| Nadia Commonech | 1 |
| The Best Nest | 1 |
| Benji | 1 |
| Pipi Long Stocking | 1 |
| Bambi | 1 |
| Fish Out of Water | 1 |
| The Hundred Dresses | 1 |
| Encyclopedia Brown | 1 |
| Emmett's Pig | 1 |
| Fantastic Voyage | 1 |
| Can't Remember | 2 |
| "Don't Know or Don't Have One" | 7 |
| No Response | 1 |

Question 25: What do you read besides books?

| | |
|---|---|
| magazines | 22 |
| newspapers | 16 |
| comic books | 10 |
| signs | 1 |
| letters | 1 |
| music | 1 |
| papers/homework | 1 |

| | |
|---|---|
| booklets | 1 |
| newsletter/Donegan Press | 1 |
| "nothing else" | 1 |

. Question 26: Where do you read the most?

| | |
|---|---|
| school | 36 |
| home | 12 |
| library | 3 |

## Observation Results

. Materials used in the primary grades were mostly commercial but also included some teacher made materials. Materials used in the intermediate grades were all commercial.

. Activities in the primary grades required both verbal and physical response by the students; activities in the intermediate grades were mostly manipulative and required verbal but not physical response.

## Special Personnel Questionnaire and Interview Results

### Curriculum Motivators

. Students in HILS do the following activities:

Several times a week - seatwork from a reading workbook
working in a reading learning center
systems 80
skill related audio-tape or record activity
using games and puzzles

About once a month - talking book activity
reviewing filmstrips/films.

- Slower students seem to find the workbooks to be "somewhat interesting," the supplementary materials "very interesting to OK" (depending on the specific material), the library books and the instructional films to be "very interesting."

- Students are usually given feedback on their reading assignments within an hour; feedback given for tests either the same day, the next day, or two days later.

- A lot of variety in terms of patterns of presentation; layout, and type of response is provided for by the workbook series.

INTERPERSONAL MOTIVATORS

Student Interview Results: Primary

. Question 1: how do you feel when you read aloud for the other children?

| | n | % |
|---|---|---|
| happy - | 82 | 41 |
| neutral - | 50 | 25 |
| sad - | 66 | 34 |

. Question 2: how do you feel when you read to yourself during reading class?

| | n | % |
|---|---|---|
| happy - | 119 | 60 |
| neutral - | 56 | 28 |
| sad - | 23 | 12 |

. Question 3: how do you feel when your teacher or parents read to you?

| | n | % |
|---|---|---|
| happy - | 162 | 82 |
| neutral - | 24 | 12 |
| sad - | 12 | 6 |

. Question 4: how do you feel about books?

| | n | % |
|---|---|---|
| happy - | 151 | 76 |
| neutral - | 39 | 20 |
| sad - | 8 | 4 |

. Question 5: how do you feel about stories in your reading book?

| | n | % |
|---|---|---|
| happy - | 122 | 62 |
| neutral - | 42 | 21 |
| sad - | 34 | 17 |

. Question 6: how do you feel about working in your reading workbook?

| | n | % |
|---|---|---|
| happy - | 125 | 63 |
| neutral - | 42 | 21 |
| sad - | 31 | 16 |

. Question 7: how do you feel when you are in your reading group?

| | n | % |
|---|---|---|
| happy - | 122 | 61 |
| neutral - | 51 | 26 |
| sad - | 25 | 13 |

. Question 8: how do you feel when you do your reading work by yourself?

| | n | % |
|---|---|---|
| happy - | 98 | 50 |
| neutral - | 48 | 24 |
| sad - | 52 | 26 |

. Question 9: how do you feel when you are taking a reading test?

| | n | % |
|---|---|---|
| happy - | 128 | 64 |
| neutral - | 47 | 24 |
| sad - | 23 | 12 |

. Question 10: how do you feel when your teacher helps you in reading?

| | n | % |
|---|---|---|
| happy - | 164 | 82 |
| neutral - | 23 | 12 |
| sad - | 11 | 6 |

. Question 11: how do you feel when you are listening to a story with headsets on?

| | n | % |
|---|---|---|
| happy - | 148 | 75 |
| neutral - | 28 | 14 |
| sad - | 22 | 11 |

. Question 12: how do you feel when you are studying your words?

| | n | % |
|---|---|---|
| happy - | 98 | 50 |
| neutral - | 57 | 29 |
| sad - | 43 | 21 |

. Question 13: how do you feel when Miss Fielding, the librarian, comes to see your class?

| | n | % |
|---|---|---|
| happy - | 144 | 72 |
| neutral - | 35 | 18 |
| sad - | 19 | 10 |

Student Interview Results: Intermediate

. Question 12a: Does your teacher ever tell you that you have done well in reading?

| | |
|---|---|
| yes - | 40 |
| sometimes - | 4 |
| on the report card - | 1 |
| no - | 6 |

. Question 13a: Do you always work on reading with the same group?

| | |
|---|---|
| yes - | 48 |
| sometimes - | 2 |
| no - | 1 |

. Question 13b: Do you ever get to read with your friends?

| | |
|---|---|
| yes - | 42 |
| no - | 9 |

## STRUCTURE

"The construct of "Structure" deals with the degree to which a curriculum is organized and sequenced, the specificity of the objectives, and the manner in which a student and a curriculum are matched." (Cooley and Leinhardt, 1975, p. 6). There are three aspects to this construct. The first deals with the clarity and specificity with which instructional objectives are defined and has the variable name of "instructional objectives." The second aspect deals with how well students are matched with the curriculum and is referred to as "matching." The third deals with grouping practices in the classroom and is called "grouping." The final aspect of this construct deals with the sequencing and pacing of instruction and is referred to as "sequencing and pacing."

## STRUCTURE

1. The most effective classroom organization has the teacher working with small groups of three to seven children or with large groups of eight or more children. Instances of children working alone or of one or two children working with the teacher consistently produce negative correlations with achievement (Stallings and Kaskowitz, 1974).
2. Low SES children profit more from seatwork or individually prescribed learning activities, and do not benefit from activities which require oral response. For children of high SES the opposite of these results holds true (Brophy and Evertson, 1974).
3. Lesson structure, "defined primarily as the teachers' preparation of students for a particular lesson" (Tikunoff, Berliner, and Rist, p. 382) is an important determinant of success. Teachers who are effective in producing high student achievement, inform students of the objectives of lessons, and of their own expectations for achievement, and link current lessons with material previously studied.

## Teacher Questionnaire and Interview Results

- How frequently are teacher modifications made to the objectives included in the reading curriculum for each group? (5.3)

Primary:

| Frequency | Groups (Levels) |
|---|---|
| Once a day | 9 (7), 17, 18, 19, 20, 21, 22, 23, 24 |
| Once a week | |
| Twice a week | 9 (6a), 10 (6a), 15a, 16c, 16d |
| Once a month | 11, 12, 13 (red 3), 14 (red 3) |
| Twice a month | 9 (6b), 10 (6b) |
| None or almost never | 25, 27, 28, 15b, 13 (blue 3), 14 (blue 3) |

Infrequent modifications of objectives are made for most groups. In 9 groups, however, modifications occur every day.

Intermediate:

| Frequency | Groups (Levels) |
|---|---|
| Once a day | 33 |
| Once a week | 41, 42, 47, 37 (8), 38 (8) |
| Twice a week | 37 (10, 11, 13) 38 (10, 11, 13), 45, 46 |
| Once a month | 31, 32, 35, 36, 39, 40, 48 |
| Twice a month | 43, 44 |

Modifications of objectives occur less frequently for the intermediate groups than for the primary groups.

- How are students made aware of the instructional objectives that they are to learn? (5.4b)

Primary:

All the primary teachers report that they tell their students about the objectives or in some way explain them to their students. One teacher (Groups 27 and 28) goes over the results of a pre-assessment test with the students. The teacher of Groups 17, 18, 19, and 20 notes that some reading objectives are different from a student perspective. For example, the teacher objective might be that students will read with expression but the student's objective would be to find something interesting in the story.

Intermediate:

All teachers report telling or explaining the objectives to students. One teacher (Groups 35, 36, 39, and 40) assesses what students know and then works on achieving what students did not know.

- On the average, how frequently do you introduce a new objective to each reading group? (5.6)

Primary:

| Frequency | Groups (Levels) |
|---|---|
| Once a day (or more) | 9, 10, 11 (7/8), 12 (7/8), 17, 18, 19, 20, 27, 28 |
| Once a week | 13 (blue 3), 14 (blue 3), 15a, 16d |
| Twice a week | 11 (6/7, 4/5), 12 (6/7, 4/5), 16c, 21, 22, 23, 24, 25 |
| Three times a week | 15b |
| Once a month | |
| Twice a month | 13 (red 3), 14 (red 3) |

Intermediate:

| Frequency | Groups (Levels) |
|---|---|
| Once a day | 41, 42, 43, 44 |
| Once a week | 47 |
| Twice a week | 37 (10, 11, 13), 38 (10, 11, 13), 35, 36, 39, 40, 45, 46, 48, 37 (8), 38 (8) |
| Once a month | |
| Twice a month | 31, 32, 33 |

Objectives are introduced more frequently in the primary grades than in the intermediate grades.

## Special Personnel Questionnaire and Interview Results

### Instructional Objectives

. The reading curriculum includes both general and specific objectives, with emphasis placed on specific reading skill objectives. Objectives are stated very precisely. Teacher modifications of objectives occur for each group about once a month.

. When a new objective is presented in the reading materials, it appears only in the teacher's materials, with the example geared toward the teacher.

. Students are made aware of the instructional objectives indirectly by understanding the task which is assigned.

. There is a fairly close match between materials and objectives.

. A new objective is introduced to each group about twice a week.

MATCHING

## Teacher Questionnaire And Interview Results

. How is student mastery of specific reading skills assessed? (6.3a)

Primary:

| Method of assessment | Groups (Levels) |
|---|---|
| a. By the results of a post assessment test | All groups and levels use this method |
| b. By the results of a test you developed | 9, 10, 17, 18, 19, 20, 21, 22, 23, 24 |
| c. Other methods: | |
| Games, teacher-made notes | 9, 10 |
| Informal or teacher-made worksheets | 11, 12, 13 (red, blue 3), 14 (red, blue 3) 15a, 15b, 16c, 16d, 17, 18, 19, 20 |
| Classroom observation by teacher | 21, 22, 23, 24 |
| Participation | 15a, 15b, 16c, 16d |
| Michelle's sight word test | 17, 18, 19, 20 |

Intermediate.

| Method of assessment | Groups (Levels) |
|---|---|
| a. By the results of a post assessment test | All groups and levels use this method |
| b. By the results of a test you developed | 37 (10, 11, 13), 38 (10, 11, 13), 35, 36, 39, 40, 45, 46, 33, 37 (8), 47, 48 |
| c. Other methods: | |
| Workbook assignments | 35, 36, 39, 40 |
| Worksheets included in series and observations | 45, 46 |
| Various comprehension sheets, activities, etc. | 33, 47, 48, 37 (8), 38 (8) |

A wide range of assessment procedures are used by both primary and intermediate teachers.

. How many students take incomplete reading work home to finish without being asked to do so each week? (6.4) (1.10)a

Primary:

Nearly all the teachers reported that no students would take incomplete reading work home without being asked to do so. Three teachers did make an estimate for some of their groups and levels, however. These groups and levels and the number of students taking work home are listed below.

| Groups (Levels) | Number of students taking work home |
|---|---|
| 9 (7) | 1 student out of 20 |
| 21, 22, 23, 24 | 5 |
| 25, 27, 28 | 5 students out of 25 |

The teacher of Groups 17, 18, 19, and 20 did report that students sometimes bring in work which they make up themselves.

Intermediate:

Two teachers reported that students take incomplete reading work home without being asked to do so. These groups and number of students are listed below.

| Groups (Levels) | Number of students taking work home |
|---|---|
| 39 | 2 |
| 35 | 3 |
| 45 (2-1) | 20 |
| 45 (3-2) | 20 |
| 46 (2-1) | 20 |
| 46 (2-2) | 20 |

The Groups 45 and 46 teacher notes that this number of students will take work home only if assigned as homework.

. Estimate the number of minutes of reading homework the student does at home each week. (6.4) (1.10)b

Primary:

All teachers reported that a student would do 30 minutes or less of homework during the week, with two exceptions. The teacher of Groups 25, 27, and 28 reports giving a weekly spelling list, sight word lists, and cursive writing as homework for a total of 75 minutes per week. Another teacher reports giving homework once a week to Levels 4/5 and 6/7 in Groups 11 and 12, and twice a week to Level 7/8 in Groups 11 and 12.

Intermediate:

The number of minutes of homework for groups and levels reported are listed below. If a group or level is not listed, the teacher does not assign regular homework or did not respond to the item.

| Minutes per week | Groups (Levels) |
|---|---|
| 30 or less | 35, 36, 39, 40, 41, 42, 43, 44, 33, 47, 48 |
| 40 - 50 | 45, 46 |

. What percentage of students consistently fail to complete homework assignments? (6.4) (1.10)c

Primary:

Teachers assigning homework and responding to this item report the following percentages of students fail to complete homework assignments consistently.

| Percentages | Groups (Levels) |
|---|---|
| 1 - 10 | 17, 18 |
| 11 - 20 | 11, 12, 13 (red, blue 3), 14 (red, blue 3), 15, 16, 9 (6a, 6b), 10 (6a, 6b), 21, 22, 23, 24 |
| 21 - 30 | 19, 20, 25 |

Intermediate:

| Percentages | Groups (Levels |
|---|---|
| 5 | 41, 42, 43, 44 |
| 10 | 35, 36, 39, 40 |
| 25 | 45, 46 |
| 33 | 33, 47, 48, 37 (8), 38 (8) |
| 50 | 37 (10, 11, 13), 38 (10, 11, 13) |

A rather high percentage of students in most groups fail to complete homework assignments for both the primary and intermediate grades.

. If a student does not pass a reading test, what procedures are used? (6.5)

Primary:

| Methods | Groups (Levels) |
|---|---|
| a. Procedures suggested by the curriculum | Not checked by any group or level |
| b. Alternative procedures you developed | 11, 12, 15a, 15b, 16c, 16d, 21, 22, 23, 24 |

c. Other methods:

Discuss with resource teacher. Decide together what to do for review. (Groups 9 and 10).

Review in next level or do level over. (Groups 15a, 15b, 16c, 16d).

Conference with Michelle. Rework level or not. Vocabulary major criterion. (Groups 17, 18, 19, 20).

Conference with Michelle. Decision to review, repeat, go on. (Groups 25, 27, 28).

Intermediate:

| Methods | Groups (Levels) |
|---|---|
| a. Procedures suggested by the curriculum | 35, 36, 39, 40, 41, 42, 43, 44, 45, 46 |
| b. Alternative procedures you developed | 31, 32, 35, 36, 39, 40, 45, 46, 33, 47, 48, 37 (8), 38 (8). |

c. Other methods:

Looks at skills failed with resource teacher. The student can proceed if marginal. If many are failed, then reteach skill. (Groups 37 (10, 11, 13) and 38 (10, 11, 13).

If serious trouble, the youngster may be regrouped up or down. (Groups 45 and 46).

. How available to you are your school's supplementary reading materials? (6.6)a

Primary and intermediate:

All teachers for all groups and levels, without exception, reported that such materials are readily available.

. How easy is it to match your reading groups with existing supplementary materials? (6.6)a

Primary:

| Degree of ease | Groups (Levels) |
|---|---|
| Very difficult | |
| Difficult | 9, 10 |

| | |
|---|---|
| Not difficult | 11 (4/5), 12 (4/5), 21, 22, 23, 24 |
| Easy | 11 (7/8, 6/7), 12 (7/8, 6/7), 25, 27, 28 |
| Very easy* | 13 (red, blue 3), 14 (red, blue 3), 15a, 15b, 16c, 16d, 17, 18, 19, 20 |

*Note: Two teachers who indicated this response stated that the resource teacher helps them.

Intermediate:

| Degree of ease | Groups (Levels) |
|---|---|
| Very difficult | |
| Difficult | |
| Not difficult | 37 (10, 11, 13), 38 (10, 11, 13), 47, 48, 37 (8), 38 (8) |
| Easy | 41, 42, 43, 44, 33 (8) |
| Very easy | 31, 32, 35, 36, 39, 40, 45, 46 |

Most teachers find it easy to match reading groups with existing supplementary materials.

. On the average, how frequently are students tested during the course of reading instruction? (6.7)

Primary:

The teachers of Group 9 and 10, of Groups 17, 18, 19, and 20, and of Groups 21, 22, 23, and 24 all report testing once a week. The teacher of Groups 17, 18, 19, and 20 does this to assess progress, but also reports using a pretest and posttest depending on how quickly the books are completed.

The teacher of Groups 11 and 12 tests about 3 times a month.

The teacher of Groups 13 (red, blue 3) and 14 (red, blue 3) reports

testing 2 times a year or never.

The teacher of Groups 15a, 15b, 16c, and 16d reports testing at least 3 times a week informally and twice a year formally.

The teacher of Groups 25, 27, and 28 tests Groups 27 and 28 every 5 to 6 weeks and Group 25 once per quarter. This frequency depends on how long it takes to complete the books.

Intermediate:

Teachers report testing once a week for Groups 41, 42, 43, 44, 45, 46, and 33. They test 2 times a week for Groups 37 (10, 11, 13), 38 (10, 11, 13), 35, 36, 39, 40, 47, 48, 37 (8), and 38 (8).

The teacher of Groups 31 and 32 tests once every 2 - 3 months using a post-assessment test. The teacher of Groups 37 (10, 11, 13) and 38 (10, 11, 13) also uses a post-assessment test once a month.

Frequency of testing seems to vary a good deal from group to group for both the primary and the intermediate grades.

. How are the results of these tests used? (6.8)

Primary:

| Test uses | Groups (Levels) |
|---|---|
| a. For grading | 9, 10, 17, 18, 19, 20* |
| b. For assessing mastery | All groups and levels |
| c. For diagnosis/placement | All except 9 and 10 |
| d. For assigning specific materials | 9, 10, 13 (red, blue 3), 14 (red, blue 3), 15a, 15b, 16c, 16d, 21, 22, 23, 24 |

e. Other uses:

For self-evaluation - effectiveness (Groups 31 and 32)

. In a reading group, to what extent are the student assignments different? (6.9)

Primary:

Teachers responded using a 5 point scale with 1=All assignments the same and 5=All assignments different.

The teacher of Groups 25, 27, and 28 responded with a rating of 3.

The teachers of Groups 11, 12, 13 (red, blue 3), 14 (red, blue 3), 15a, 15b, 16c, and 16d all responded with a rating of 2.

All remaining teachers responded with a rating of 1.

Intermediate:

The teacher of Groups 31 and 32 responded with a rating of 2.

The teacher of Groups 33, 47, and 48 responded with a rating of 1. This same teacher gave Groups 37 (8) and 38 (8) a rating of 4.

All other teachers responded with a rating of 3.

. In general, how good is the match between the reading groups and the curriculum materials that they are using? (6.10)

Primary:

| Degree of match | Groups (Levels) |
|---|---|
| 1 = No match | |
| 2 | |
| 3 | 9 (6a, 6b), 10 (6a, 6b), 11 (4/5), 12 (4/5) |
| 4 | 9 (7), 11 (7/8, 6/7), 12 (7/8, 6/7), 13 (red, blue 3), 14 (red, blue 3) |
| 5 = Close match | 15a, 15b, 16c, 16d, 17, 18, 19, 20, 21, 22, 23, 24, 25, 27, 28 |

Intermediate:

| Degree of match | Groups (Levels) |
|---|---|
| 1 = No match | |
| 2 | |
| 2.5 | 37 (8), 38 (8) |
| 3 | |
| 4 | 37 (10, 11, 13), 38 (10, 11, 13), 35, 36, 39, 40 |
| 4.5 | 33, 47, 48 |
| 5 = Close match | 31, 32, 41, 42, 43, 44, 45, 46 |

For the most part, teachers of primary and intermediate grades feel that there is a fairly close match between the reading groups and the curriculum materials they are using.

Student Interview Results: Intermediate

Question 6: Are your reading books too hard, too easy or just about right?

| Answers: | Too Hard | Too Easy | Just About Right |
|---|---|---|---|
| | 3 | 10 | 38 |

Special Personnel Questionnaire and Interview Results

Matching

Decisions are made during the beginning of the school year as to where students should start in reading by:

(1) the results of a standardized test,

(2) from the placement of a student at the end of the previous year,

(3) teacher recommendations, and

(4) Series R placement test.

. Until recently the only method of reporting student mastery to other staff members from year to year were "books read" lists and previous report cards. However, the school is in the process of implementing a form for English readers called "Record of Past test scores for series R" which will follow a child from year to year.

. The curriculum used provides the following assessment procedures:

Placement - pretest, posttest (Diagnostic prescription)

Monitoring - progress folder and teacher observations

Mastery - same as placement

. Student mastery of specific skills are assessed by the results of a curriculum pre and post.

If a student does not pass a test the curriculum suggests the following:

80% - Mastery

50 - 79% - Work on prescription

0 - 49% - Wait until later to work on specific skill.

. Because no specific basal series is used and because (of the tremendous volume) of supplementary materials available, it is very easy to match students in reading groups with reading materials.

. Students are usually tested during the course of reading instruction about twice a week. The results of these tests are used for (1) assessing mastery (2) diagnosis and placement and (3) assigning specific materials.

GROUPING

## Observation Results

Instruction in the primary grades was organized almost entirely in small groups, whereas for the intermediate grades there was a balance of small group and total group instruction.

SEQUENCING AND PACING

## Teacher Questionnaire and Interview Results

- When students have completed a unit or chapter, how is it decided what unit or chapter should be worked on next? (8.1)

Primary:

All teachers except one indicated that they follow the sequence recommended by the curriculum. The teacher of Groups 21, 22, 23, and 24 follows a sequence which he/she developed based on the curriculum sequence.

Intermediate:

All teachers report that they follow the sequence recommended by the curriculum.

- How often is it necessary to skip around in the prescribed sequence of instruction? (8.3)

Primary:

| Frequency | Groups (Levels) |
|---|---|
| Never | 13(red3), 14 (red3), 15a, 15b, 16c, 16d |
| Less than once a month | 11, 12, 21, 22, 23, 24, 25 |
| At least once a month | 9(6b), 10(6b), 13(blue3), 14(blue3) |
| At least once a week | 9(6a,7), 10(6a), 17, 18, 19, 20, 27, 28 |
| Once a day | |

Intermediate:

| Frequency | Groups (Levels) |
|---|---|
| Never | 35, 36, 39, 40, 45, 46, 48 |
| Less than once a month | 31, 32, 37 (10, 11, 13), 38 (10, 11, 13)* 41, 42, 43, 44, 37(8), 38(8) |
| At least once a month | 47 |
| At least once a week | 33 |
| Once a day | |

*The teacher of Groups 37(10,11,13) and 38(10,11,13) reports that he/she occasionally skip a skill that is not necessary.

Both primary and intermediate teachers reported finding it unnecessary to skip around in the prescribed sequence of instruction very often.

- How often is it necessary to create new materials, or adapt materials from other sources, in order to improve sequencing for each reading group? (8.4)

Primary:

| Frequency | Groups (Levels) |
|---|---|
| Never | 15a, 15b, 16c, 16d, 21, 22, 23, 24 |
| Less than once a month | 11, 12 |
| At least once a month | 13(blue3), 14(blue 3) |
| At least once a week | 17, 18, 19, 20, 25, 27, 28 |
| Once a day | 9, 10 |

The teacher of Groups 17, 18, 19 and 20 reports also using ideas and materials from other parts of Series R.

Intermediate:

| Frequency | Groups (Levels) |
|---|---|
| Never | |
| Less than once a month | 31, 32, 35, 36, 43, 44 |
| At least once a month | 39, 40 |
| At least once a week | 37(10, 11, 13), 38(10, 11, 13) 41, 42, 45, 46, 47, 48, 37(8), 38(8) |
| Once a day | 33 |

The teacher of Groups 45 and 46 reports making modifications at least once a week, not to improve sequencing but to remediate and drill.

The number of times teachers of both grades find it necessary to adapt materials varies for each group.

- When modifications in the sequence are necessary, how easy is it to resequence the material and/or develop new materials to improve sequencing for each group? (8.5)

Primary:

| Degree of ease | Groups (Levels) |
|---|---|
| 1 = Very difficult | 15a, 15b, 16c, 16d |
| 2 | 9(6a,7), 10(6a), 17, 18, 19, 20 |
| 3 | 9(6b), 10(6b), 11, 12 |
| 4 | |
| 5 = Very easy | 13(blue3), 14(blue3), 25, 27, 28 |

The teacher of Groups 17, 18, 19 and 20 gave ratings of 2 because of time and effort. The teacher of Groups 21, 22, 23, and 24 did not respond to this item.

Intermediate:

| Degree of ease | Groups (Levels) |
|---|---|
| 1 = Very difficult | |
| 2 | 33 |
| 3 | 37(10,11,13), 38(10,11,13) |
| 4 | 35, 36, 41, 42, 43, 44, 47, 48, 37(8), 38(8) |
| 5 = Very easy | 31, 32, 39, 40, 45, 46 |

Most primary teachers find the making of modifications to be rather difficult, whereas intermediate teachers find this to be rather easy.

- Is each reading group self-paced in reading (i.e., does student mastery of and/or interest in specific material determine when they go on to new material? (8.6)

Primary:

All teachers, without exception, answered yes. The teacher of Groups 13(red3), and 14(red3) did indicate that a few students were exceptions, however.

Intermediate:

All teachers without exception, answered yes.

Over the last two months, what is the largest, smallest, and average number of stories completed in your reading classes?

Primary:

| Groups | Largest | Smallest | Average |
|---|---|---|---|
| 11,12 | 23 | 7 | 11 |
| 13(red, blue3)<br>14(red, blue3) | 0 | 0 | 0 |
| 13(yellow3)<br>14(yellow3)<br>26 | 8 | 0 | 4 |
| 15a,15b,16c,16d | 6 | 0 | 0 |
| 17, 18, 19, 20 | 10 | 8 | 9 |
| 21, 22, 23, 24 | 16 | 8 | 10 |
| 25, 27, 28 | 21 | 10 | 13 |

Intermediate:

| Groups | Largest | Smallest | Average |
|---|---|---|---|
| 31, 32 | 12 | 4 | 8 |
| 37(10,11,13)<br>38(10,11,13) | 12 | 9 | 11 |
| 41, 42, 43, 44 | 49 | 30 | 35 |

Teachers of the groups not listed did not respond to this item.

- Teachers determined the sequencing of instruction for students by following the sequence recommended by the curriculum or a modified system which they develop based on the curriculum sequence. Usually determining sequencing for students is fairly easy.
- Since a large variety of materials are available teachers rarely find it necessary to create or adapt materials from other sources to improve sequencing for each child.
- Reading instruction for each child is self-paced.
- About three skills are completed in special reading classes over a two month period.

## INSTRUCTIONAL EVENTS

"This construct concerns the content, frequency, quality, and duration of instructional interactions. It is different from structure in that it refers primarily to an interpersonal contact, either between a student and a teacher or among students." (Cooley and Leinhardt, 1975, p. 6). There are two main aspects to this construct. The first is referred to as "instructional interactions" and deals with the interpersonal nature of instruction. More specifically, it deals with such things as teacher questioning and feedback techniques, and the frequency, quality and content of all interactions. The second aspect of this construct deals with the management of instruction in the classroom and is referred to as "classroom management."

## INSTRUCTIONAL EVENTS

1. Supervision of student work in groups correlates positively with achievement (Soar, 1973). Similar results have been obtained for seatwork. Achievement is lower in classes which display the largest amounts of unsupervised seatwork (Coker, Lorentz, and Coker, 1976; McDonald and Elias, 1976; Soar, 1973, Stallings and Kaskowitz, 1974). This may result from the fact that unsupervised students are less academically engaged with their tasks (McDonald and Elias, 1976; Stallings and Kaskowitz, 1974).
2. Teacher initiated contacts during seatwork are negatively correlated with achievement gain, whereas student initiated contacts are positively correlated with achievement (Brophy and Evertson, 1974; Good and Grouws, 1975).
3. Teachers who play the role of strong leaders in their classrooms, i.e., direct activities without giving their students choices, approach the subject matter in a direct, business-like way, organize learning around questions they, and occupy the center of attention, are more successful in achieving student gains (Soar, 1973; Solomon and Kendall, 1976; Stallings and Kaskowitz, 1974). Student free choice, student limited choice, and free work groups relate to lower achievement (Soar, 1973). Allowing students to select seating, work groupings, and their own activities correlates negatively with achievement (Stallings and Kaskowitz, 1974). Soar (1977) suggests that an intermediate position with respect to teacher control is associated with the greatest pupil gains.

4. Teachers of classrooms showing high achievement gains devote less time to management than teachers of low achieving classrooms. In addition, more effective teachers use lesser amounts of criticism to control their classrooms and instead depend on a much more varied set of managerial techniques (Brophy and Evertson, 1974; Coker, Lorentz and Coker, 1976; Harris and Serwer, 1966).

5. Effective teacher of low SES pupils ask more lower order questions than ineffective teachers. Also, effective teachers of low SES pupils elaborate or discuss pupil answers less often than ineffective teachers. Effective teachers are more likely to acknowledge a pupil response or to quickly provide feedback and then continue with the main task. Above results from: Brophy and Evertson, 1974; Coker, Lorentz and Coker, 1976; Perham, 1973; Soar, 1973, Stallings and Kaskowitz, 1974.

6. Pupil responses to direct academic questions produce significant and positive correlations with achievement, whereas, pupil responses to non-academic questions and to open-ended questions correlate negatively with achievement (Stallings and Kaskowitz, 1974). Low SES students should be asked questions near their ability level to increase the likelihood of a correct response (Brophy and Evertson, 1974).

7. Effective teachers use more praise and positive motivation in their interactions with students (Brophy and Evertson, 1974; Harris and Serwer, 1966; Stallings and Kaskowitz, 1974). Stallings and Kaskowitz (1974) found that both teacher praise and criticism are positively correlated with achievement when focused on academic activities.

INSTRUCTIONAL EVENTS (con't)

8. High SES students learn better in classrooms in which there is slight negative affect, whereas low SES students perform less well in this type of environment (Soar, 1977).
9. There is less deviant and disruptive behavior in the classes of effective teachers (Brophy and Evertson, 1974; Coker, Lorentz and Coker, 1976; McDonald and Elias, 1976; Soar, 1973).

INSTRUCTIONAL INTERACTIONS

## Teacher Questionnaire and Interview Results

- Do you find it possible to cover all the material indicated in the teacher's manual for a lesson? (9.2a)

Primary:

| Material covered | Groups (Levels) |
|---|---|
| 1 = Much material not covered | |
| 2 | 11(7/8), 12(7/8) |
| 3 | 11(6/7), 12(6/7), 13(blue3), 14(blue3), 21, 22, 23, 24, 25, 27, 28 |
| 4 | 9(6a,7),10(6a), 11(4/5), 12(4/5), 13(red3), 14(red3), 15a, 15b, 16c, 16d |
| 5 = All material almost always covered | 9(6b), 10(6b), 17, 18, 19, 20 |

Intermediate:

| Material covered | Groups (Levels) |
|---|---|
| 1 = Much material not covered | 37(10,11,13), 38(10,11,13) |
| 2 | |
| 2.5 | 31,32 |
| 3 | |
| 4 | 43, 44, 45, 46 |
| 5 = All material almost always covered | 35, 36, 39, 40, 41, 42 |

The teacher of Groups 33, 47, 37(8), and 38(8) indicated that some things were not needed, and that there are no prescribed lesson plans, and therefore did not answer this item.

Teachers of both grades find it fairly easy to cover most of the material indicated in the teacher's manual for a lesson. The teacher of groups 37 and 38 was an exception to this.

- Do you find it possible to cover all the material you planned to cover in a day? (9.2b)

Primary:

| Material covered | Groups (Levels) |
|---|---|
| 1 = Much material not covered | |
| 2 | |
| 3 | 9,10 |
| 4 | 11(4/5), 12(4/5), 15a, 15b, 16c, 16d 25, 27, 28 |
| 5 = All material almost always covered | 11(7/8,6/7), 12(7/8,6/7), 13(red,blue3), 14(red,blue3), 17, 18, 19, 20, 21, 22, 23, 24 |

Intermediate:

| Material covered | Groups (Levels) |
|---|---|
| 1 = Much material not covered | |
| 2 | |
| 3 | 37(10,11,13), 38(10,11,13), 45(2-1), 46, 33 |
| 4 | 31, 32, 39, 40, 41, 42, 43, 44, 45(3-2), 47, 48, 37(8), 38(8) |
| 5 = All material almost always covered | 35, 36 |

- Are you able to proceed through the curriculum at a pace commensurate with your students' abilities? (9.2c)

Primary:

| Pace | Groups (Levels) |
|---|---|
| 1 = Pace below ability | |
| 2 | 9(6a), 10(6a), 11(7/8), 12(7/8), 17, 18, 19, 20 |
| 3 | 9(6b,7), 10(6b), 11(6/7,4/5), 12(6/7,4/5), 13(red,blue3), 14(red,blue3), 15a, 15b, 16c, 16d, 21, 22, 23, 24, 25, 27, 28 |
| 4 | |
| 5 = Pace above ability | |

Intermediate:

All but one teacher responded that the pace was with their students' abilities (1 rating, a rating of 3). The teacher of Groups 33, 47, 48, 37(8), and 38(8) gave a rating of 4 on this item to all of his/her groups.

Most teachers feel they are able to proceed through the curriculum at a pace commensurate with their students' abilities for most groups.

- In general, to what extent do students actively participate in reading class by asking questions or making comments about the materials presented? (9.7)

Primary:

| Degree of activity | Groups (Levels) |
|---|---|
| 1 = Not active at all | |
| 2 | 11(6/7,4/5), 12(6/7,4/5), 13(red3), 14(red3) |
| 3 | 9(6b), 10(6b), 15a, 16d, 25 |
| 4 | 9(6a), 10(6a), 11(7/8), 12(7/8),16c, 21, 22, 23, 24 |
| 5 = Very active | 9(7), 13(blue3), 14(blue3), 15b, 17, 18, 19, 20, 27, 28 |

The teacher of Groups 13(red3) and 14(red3) noted that these students have a Spanish background and have trouble finding words.

Intermediate:

| Degree of activity | Groups (Levels) |
|---|---|
| 1 = Not active at all | |
| 2 | |
| 3 | 41, 42 |
| 4 | 31, 32, 39, 40, 43, 45, 46, 47, 48, 33, 37(8), 38(8) |
| 5 = Very active | 37(10,11,13), 38(10,11,13), 35, 36, 44 |

Most students in both grades seem to actively participate in reading class.

- To what extent do students usually volunteer answers to questions instead of waiting to be called on? . (9.8)

Primary:

| Degree of volunteering | Groups (Level) |
|---|---|
| 1 = Almost always wait to be called on | 15a, 16d |
| 2 | 25 |
| 3 | |
| 4 | 16c, 21, 22, 23, 24 |
| 5 = Almost always volunteer | 9, 10, 11, 12, 13(red,blue3), 14(red,blue3), 15b, 17, 18, 19, 20, 27, 28 |

Intermediate:

| Degree of volunteering | Groups (Levels) |
|---|---|
| 1 = Almost always wait to be called on | |
| 2 | |
| 3 | 45(2-1), 46, 33 |
| 4 | 31, 32, 41, 42, 44, 37(8), 38(8) |
| 5 = Almost always volunteer | 37(10,11,13), 38(10,11,13), 35, 36, 39, 40, 43, 45(3-2), 47, 48 |

Most students in both grades seem to volunteer answers frequently.

- Do you read aloud to your students? (9.9a)
- If so, how often do you read to your students? (9.9b)

Primary:

All teachers in the primary group report that they read aloud to their students daily.

Intermediate:

All intermediate Series R teachers report reading aloud to their students. Four teachers report reading to all their groups and levels every day. The teacher of Groups 31 and 32 reports reading to students 2 to 3 times a week. The teacher of Groups 47 and 48 reads to them every day; this teacher also teaches Groups 33, 37(8) and 38(8) and reads to them twice a week.

## Student Interview Results: Intermediate

- Question 7a: Do you receive help from your teacher when you need help in reading? yes, 43; no, 2; sometimes, 6.
- Question 7b: Does your teacher spend time with "just you?" yes, 5; no, 42 sometimes, 4.

## Observation Results

- Students in the primary grades volunteered answers (both teacher requested and self-initiated) much more so than students in the intermediate grades.
- The amount of active participation students were engaged in was about equal for the primary and intermediate grades. Interaction in both grade levels was moderate to high.

## Special Personnel Questionnaire and Interview Results

- Since instruction for all groups and individuals is self-paced by ability, proceeding through the curriculum at a pace commensurate with students' abilities is easy.
- Students are usually very actively engaged in asking questions or making comments in reading class.
- Students are read aloud to everyday by the family teacher. Students are occasionally read aloud to in special reading classes.

Teacher Questionnaire and Interview Results

- To what extent is it possible for students to get their own books, supplementary materials, and equipment during reading class? (10.3)

Primary:

Teachers responded using a 5 point scale with 1 = Almost never and 5 = Almost always. All primary Series R teachers responded with a rating of 5 except for the teachers of Groups 13(yellow3), 14(yellow3), and 26, and of Groups 17, 18, 19, and 20, both of whom assigned a rating of 4.

Intermediate:

The teacher of Groups 37(10,11,13) and 38(10,11,13) responded with a rating of 1 (i.e., almost never).

The teacher of Groups 33, 47, 48, 37(8), and 38(8) responded with a rating of 4.

All other Series R intermediate teachers responded with a rating of 5.

- How often are aides or assistants (e.g., assistant teachers, student teachers, parent volunteers) available to help the teacher during reading? (10.4)

Primary:

| Frequency | Groups (Levels) |
|---|---|
| Every day | 13(yellow3), 14(yellow3), 26, 17, 18, 19, 20, 21, 22, 23, 24, 25, 27, 28 |
| Once or twice a week | 13(red,blue3), 14(red,blue3) |
| Never | 9a, 9b, 9c, 11, 12, 95a, 15b, 16c, 16d |

Intermediate:

The teacher of Groups 37(10,11,13) and 38(10,11,13) reports having an aide every day. The other Series R intermediate teachers report never having an aide.

The use of aides for both grades seems to vary by groups and teacher preference.

## Observation Results

- Time spent on classroom management, instructional management, and instruction varied greatly from class to class. The most apparent trend was that primary classes seem to deviate proportinately more time to instruction than intermediate classes.

## Special Personnel Questionnaire and Interview Results

- During a typical reading class quite a bit of time is devoted to discipline.
- Students are almost always allowed to get their own materials in special reading classes since one of the HILLS objectives calls for this.
- Aides are used everyday in special reading classes, working with all ability groups.

## Teacher Questionnaire and Interview Results

- Please rank the following goals of education in terms of what you feel is important to emphasize. (11.1)

| Goals | Primary Teachers | | | | | | | | Intermediate Teachers | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | A | B | C | D | E | F | G | H | U | V | W | X | Y | Z |
| a. To help students acquire the habits and attitudes associated with responsible citizenship..... | 5 | 2 | 3 | 2 | 5 | 3 | 2 | 3 | 2 | 1 | 3 | * | 1 | 3 |
| b. To help students understand themselves and appreciate value as a person..... | 4 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 3 | 1 | 1 | * | 3 | 1 |
| c. To help students master basic skills in the use of words and numbers..... | 1 | 1 | 2 | 4 | 2 | 4 | 3 | 2 | 1 | 2 | 2 | * | 2 | 2 |
| d. To help students understand the range of career opportunities and to prepare students for productive life..... | 2 | 3 | 4 | 3 | 3 | 2 | 4 | 5 | 4 | 1 | 4 | 2 | 4 | 4 |
| e. To help students achieve a better understanding of the natural sciences, the social sciences, the humanities, and the arts..... | 3 | 2 | 5 | 5 | 4 | 5 | 5 | 4 | 5 | 3 | 5 | * | 5 | 5 |

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*Teacher X noted that these four goals must be dealt with at the same time.

The overall ranking of the goals from highest to lowest seems to be: b,c,d,a,e. Some differences were apparent between rankings given by primary and intermediate grade teachers, e.g., a and e.

To what extent is reading instruction emphasized in this school? (11.2)

Primary and Intermediate:

All teachers responded, without exception, that reading instruction is given a high emphasis in the school.

- Please rank the following roles of the teacher in terms of what you believe is their importance to the administration of this school. (11.3)

| Teacher roles | Primary teachers | | | | | | | | Intermediate teachers | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | A | B | C | D | E | F | G | H | U | V | W | X | Y | Z |
| a. Supervision and control of students..... | 1 | 1 | 3 | 2 | 1 | 3 | 1 | 1 | 1 | 1 | 3 | 3 | 1 | 3 |
| b. Promoting students' personal development..... | 2 | 1 | 2 | 1 | 3 | 2 | 3 | 2 | 1 | 1 | 1 | 3 | 1 | 2 |
| c. Promoting students' cognitive development..... | 3 | 1 | 1 | 3 | 2 | 1 | 2 | 3 | 1 | 1 | 2 | 3 | 1 | 1 |

Teachers' rankings varied. No one role appears to be perceived as being much more important than the others. Some teachers ranked all roles as being equally important.

Please rank the following groups in terms of what you believe is their importance to the administration in this school. (1=most important, 3=least important). (11.4)

| Groups | Primary teachers | | | | | | | | Intermediate teachers | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | A | B | C | D | E | F | G | H | U | V | W | X | Y | Z |
| a. Administrative staff at the district level..... | 3 | 2 | 3 | 2 | 3 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 4 | * |
| b. School administrative staff..... | 1 | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 2 | 2 | 2 | 1 | 2 | * |
| c. Community and parent groups | 4 | 3 | 4 | 3 | 4 | 3 | 3 | 4 | * | 4 | 4 | 2 | 3 | * |
| d. Instructional staff..... | 2 | 1 | 2 | 2 | 1 | 2 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | * |

*No response.

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Average rankings from primary teachers, highest to lowest: b,d,a,c. Average rankings for intermediate teachers, highest to lowest: d,b,a,c.

- In general, how well prepared educationally do you feel you are for teaching the reading material covered in your classes? (11.5 a)

| Degree of preparation | Primary teachers | Intermediate teachers |
|---|---|---|
| 1 = Not well prepared | 0 | 0 |
| 2 | 0 | 1 |
| 3 | 2 | 0 |
| 4 | 2 | 5 |
| 5 = Very well prepared | 3 | 0 |

One primary teacher who gave a rating of 3 commented that he/she has been learning as he/she goes along.

One intermediate teacher who gave a rating of 2 commented that educationally, in terms of college course work, he/she was not well prepared, but that teaching experience has prepared him/her well. This teacher now feels comfortable and competent teaching the present materials.

One intermediate teacher who gave a rating of 4 commented that he/she is well prepared to teach Spanish because of being a native, but was uncomfortable teaching reading. Other subjects were fine, however.

Most teachers seem to feel well prepared to teach the reading material covered in their classes.

- Do teachers, in general, share reading materials and ideas? (11.5b)

Primary:

All primary Series R teachers answered yes. Two noted that there was a high degree of cooperation.

Intermediate:

Four teachers noted that there is excellent cooperation. One teacher commented that the desire is there but that little time is available for discussions and exchange of ideas. One teacher did not respond.

Cooperation and sharing of ideas does not seem to be a problem for both primary and intermediate teachers.

In which, if any, of the following areas do you feel inservice programs or workshops would be most useful and beneficial to you in teaching? (11.6)

Primary:

Listed below are the topic areas which were assigned a rating of high priority by 4 or more of the 8 primary Series R teachers.

| Number of teachers rating topic as high priority | Topic areas |
|---|---|
| 8 | a. Diagnosis of specific reading problems |
| 8 | b. Remediation of specific reading problems |
| 7 | c. Methods of teaching and testing reading comprehension |
| 6 | d. How to integrate existing supplementary materials into your curriculum and how to manage their use in the classroom. |
| 6 | e. How to devise individualized instruction |
| 6 | f. Parent training program on assisting their children to read. |
| 5 | g. How to manage small group instruction |
| 5 | h. Cross-referencing materials with your text |
| 5 | i. Non-phonic methods of teaching word recognition: sight or whole word method, language experience approach, linguistic or word family approach, multisensory techniques, etc. |
| 4 | j. Uses and management of manipulative materials |
| 4 | k. Relating reading instruction to the real world. |

One teacher added one topic to the list on "How to manage learning centers when used in small groups."

Intermediate:

Listed below are the topic areas which were assigned a rating of high priority by 3 or more of the 6 intermediate Series R teachers.

| Number of teachers rating topic as high priority | Topic areas |
|---|---|
| 5 | a. Diagnosis of specific reading problems |
| 5 | b. How to devise individualized instruction |
| 4 | c. Remediation of specific reading problems |
| 4 | d. Multi-media approach to teaching reading |
| 4 | e. Parent training program on assisting their children to read |
| 3 | f. Relating reading instruction to the real world |
| 3 | g. Methods of teaching and testing reading comprehension |
| 3 | h. Teaching reading to ESL students |
| 3 | i. Develop study skills |
| 3 | j. Non-phonic methods of teaching word recognition: sight or whole word method, language experience approach, linguistic or word family approach, multisensory techniques, etc. |

One teacher added one topic to the list on "Understanding thought patterns of low IQ students."

## Special Personnel Questionnaire and Interview Results

- Reading instruction highly emphasized in the school.
- When asked to rank the roles of teachers in terms of their importance to the administration of the school, the following responses were given:

  1, 1, 2 Supervision and control of students

  3, 3, 1 Promoting students' personal development

  2, 2, 3 Promoting students' cognitive development

- Special Personnel believe that the reading teachers in the school are very well prepared professionally to teach the reading material covered in their classes.
- Reading teachers are not required to submit reading plans.
- Parents are rarely talked to about the reading program in the school and/or their childs' progress in the program.
- The ideas for inservice programs which receive the highest priority, in general, are:

  Remediation of specific reading problems

  How to integrate existing supplementary materials into your curriculum and how to manage their use in the classroom

  Methods of teaching reading comprehension

  Teaching reading in ESL students

  Evaluation of Spanish reading materials

  Techniques of teaching Spanish reading

## Teacher Questionnaire and Interview Results

**If aides or assistants are available, how often do you plan for their activities in the classroom?** (12.0 a.)

Primary:

Four teachers report not now having aides for reading, although one of these reports having had one previously and another reports having a parent volunteer as a math aide. The one teacher who did have an aide previously reports planning for that aide's activities every day when the aide was present.

Of the three teachers who do have aides, two report planning for the aides' activities every day for all groups, and one reports planning for the aide's activities for one instructional group every day and every school semester year for two other groups.

Intermediate:

Five teachers report having no aides or assistants. One teacher who does reports planning for the aide's activities every day.

Most teachers in both the primary and intermediate grades do not have aides.

- With which reading groups do these teaching assistants usually work? (12.0 b)

Primary:

Of the three teachers who report having aides or assistants, two report that the aides work with all the groups they teach. A third teacher reports that the aide works with two of the four groups which the teacher teaches.

Intermediate:

The one teacher who reports having an aide says that aide works with all of the groups.

## Student Interview Results: Intermediate

Question 8: Do you think that learning to read helps you with the rest of your schoolwork, and if so, with what work does it help you the most? (Note that some students gave more than one answer.)

| | |
|---|---|
| Science | 16 |
| Math | 15 |
| Workpages | 11 |
| Language Arts | 10 |
| Social Studies | 4 |
| All subjects | 3 |
| Spelling | 3 |
| Reading Tests | 2 |
| Reading alone | 1 |
| Don't Know | 4 |
| No Response | 2 |

## Special Personnel Questionnaire and Interview Results

An overall plan that specifies the reading skills to be taught to each development level is available for English (Series R) classes. Reading instruction reinforces and builds on previous instruction in reading to a great extent. It also teaches students the skills needed to master reading instruction in later grades to a great extent.

ADDITIONAL QUESTIONS

Teacher Questionnaire and Interview Results

Briefly, what are the major strengths and weaknesses of the reading program? (13.0)

Primary:

Comments from this group of teachers tended to center around the materials and the approach of the program. Teachers viewed the materials very favorably because the stories in the basal text were very interesting to the students, due chiefly to their color, variety, and illustrations. Both children and teachers enjoy them alot. The books are short so students can complete them. There are also a large amount of supplementary materials available.

Teachers liked the approach of the program because of its stress on vocabulary and its step-by-step handling of phonics; its repetition and reinforcement of skills; its flexibility which permits skipping around; and its pre and post assessments which help teachers make decisions about what to emphasize. The approach meets students' needs by making it easy to pace for ability, has realistic expectations for students, and relates to the students' environment.

Also mentioned as a strength was the amount of communication among teachers and with the resident expert.

Teacher comments about weaknesses covered a wider range of topics, but still included materials and approach among them. With respect to materials, teachers felt that there was a need for more Solo books for independent reading, more audio-visual materials to go along with Series R, and more supplementary skill pages.

Teachers also felt that the approach of the program at the beginning levels was not phonetic, and that there was a heavy emphasis on sight words at the beginning with too little attention to word attack skills.

More specifically teachers complained that the 3 levels which exist in one workbook were overwhelming for primary students, and that in the beginning books the format changes frequently and that therefore it was hard to have students develop independence. Quantity also was a problem for other teachers. One noted students may get "bogged down" in Level 3 if they try to get everything in. Another stated that there were too many new vocabulary words at one time after Level 6.

Testing practices were also criticized. One teacher felt that the pretest was not helpful, that students don't know any of the skills and have never taken a formal test. Another felt that the testing was unfair and not matched to the objectives. Yet another felt the pretests and posttests are confusing to the students.

Intermediate:

Teachers cited a number of program strengths. All the teachers felt that the Series E program was a strong one and were very happy with it. Teachers felt that the program was appropriate for the students, met their needs and was interesting and motivating to them. One teacher liked the fact that students are required to read 2 books a month. Teachers also felt that the series had a good supply of beneficial supplementary materials. One teacher noted that the resource teacher was excellent and another noted that there was a good attitude and atmosphere among all the teachers.

Three teachers did not mention any weaknesses of the reading program. Of the remaining teachers, one felt that some of the slower groups should be able to receive longer and more frequent reading instruction than other groups. Another commented that the wording on the pretest and posttest was ambiguous and difficult to understand and thus confuses the students. A third felt that a problem with the reading and the whole school is that

• Do you consider your instruction...(check one)? (13.1)

_____ Corrective _____ Remedial _____ Developmental

| Nature of instruction | Number of primary teachers | Number of intermediate teachers* |
|---|---|---|
| Corrective..... | 1 | 5 |
| Remedial..... | 2 | 5 |
| Developmental..... | 5 | 6 |

*Respondents checked more than one descriptor.

Most teachers of primary grades feel their instruction was developmental, whereas most teachers of intermediate grades feel their instruction is corrective and remedial as well as developmental.

• Circle the grades you have, in the past, taught in reading. (13.2)
• How many years of experience have you been teaching reading? (13.3)

Primary:

Two teachers report that this is their first year of teaching. Of the six remaining teachers, the following experience is reported.

| Grades Taught | Teachers A | B | C | D | E | F | Total |
|---|---|---|---|---|---|---|---|
| 1 | - | x | - | - | x | x | 2 |
| 2 | - | x | x | x | x | - | 4 |
| 3 | - | - | x | x | - | - | 2 |
| 4 | - | - | x | x | - | - | 2 |
| 5 | x | - | - | x | - | - | 2 |
| 6 | x | - | - | x | - | - | 2 |
| Total experience in years | 8 | 3 | 7 | 9 | 7 | 5 | |

the student is not well prepared with respect to skills and has a poor home environment. This last teacher also felt that, while there were no real weaknesses in the Series R reading program, that the Spanish reading program is weak this year.

Intermediate:

Two teachers report that this is their first year of teaching. Of the four remaining teachers, the following experience is reported.

| Grades Taught | Teachers W | X | Y | Z | Total |
|---|---|---|---|---|---|
| 1 | - | - | - | - | 0 |
| 2 | - | x | - | - | 1 |
| 3 | - | x | - | - | 1 |
| 4 | x | x | x | x | 4 |
| 5 | x | x | x | x | 4 |
| 6 | x | x | x | x | 4 |
| Total experience in years | 5 | 3 | 4 | 5 | |

The average number of years of teaching experience teachers in the primary grades have had is about 6-1/2. The average number for intermediate teachers is about 4.

# APPENDIX C
# SELECTION REFFRENCES

Appendix C-1

Pennsylvania School Improvement Program

Prioritized List Of Outcomes

For

Donegan Elementary School

| | Selection | Nonselection |
|---|---|---|
| 1. Teacher in-service training in a variety of techniques to teach the same skills. | X | X |
| 2. Training on criterion-referenced tests: information or consultants. | X | X |
| 3. Supplementary materials in Spanish or bilingual form. | X | |
| 4. English supplementary materials. | X | |
| 5 Auditory/oral language program - developmental. | X | |
| 6. Community involvement program or component of program. | X | |
| 7. Spanish basal program. | | X |

## Criteria For Selection

(criteria for selection of supplementary materials)

1. Clear objectives
2. Strong teacher support system
   a. Management - ease of use for teacher and student
   b. Teacher manuals
3. Planned assessment at regular intervals
4. Adaptability and flexibility
5. Hand-on manipulative, attractive materials
6. Replacement and maintenance costs that are low
7. Keyed to a common standard (such as reading level), not grade level
8. Correlates with basal program
9. Lack of bias
10. Packaging - physically manageable

Appendix C-3

R&D Outcomes Identified for use by

Sheet N

1. Intensive Reading Improvement Program (IRIP)
2. Exemplary Center for Reading Instruction (ECRI)
3. New Adventure: Success Strategies for Reading and Language
4. SDR: Systems Directed Reading
5. Confluence of Cultures for An Affluent Tomorrow
6. Houston Independent School District Bilingual Programs
7. Alphaphonics: Reading Readiness Training Program
8. Remediation for Children with Learning Deficits Through Precision Teaching: The Sacajawea Plan
9. Positive Attitude Toward Learning (PATL)
10. Individualized Language Arts (ILA)
11. Project INSTRUCT: Instructional System for Teaching Reading using Continuous-Progress Technology
12. Reading Instruction and Pupil Personnel Services (RIPPS)
13. Reading Improvement Through Teacher Education (R.I.T.E.)

Pennsylvania School Improvement Program

Update on PSIP Activities at School N

Prepared by
Leslie K. Peters
PSIP Case Study Writer

May 14, 1979

The purpose of this report is to provide the reader with an update on PSIP activities at School N. By January 1979, the deadline set for reporting PSIP activities at this site in case study formate, the LAT had completed the selection process and were ready to begin to plan for implementation of the R&D outcomes.

## Planning for Implementation

This full day session was held at the IU office on January 12, 1979. The IU Linker, one RBS person, one RISE person, along with seven LAT members attended this session.

The purpose of the session was to review the results of selection and write a description of the outcomes for implementation. The RISE person assisted the LAT in writing the description of the outcomes. The RBS person assisted the LAT in formulating a preliminary implementation plan which included program timing, staff assignment, materials, and student scheduling. (See attachment A) A timeline was established to insure that all topics were covered. (See attachment B)

A second implementation planning session was held on February 23, 1979. Seven LAT members, one RBS person, one RISE person, the IU Linker and IU Linker Associate attended this full day session.

The purpose of this session was to assist the LAT in writing a budget proposal for implementation of both R&D outcomes, Precision Teaching and a component of Systems Directed Reading. This proposal contained all the details for cost, in-service training and phasing both programs into the regular school program. (See attachment C)

The following is an outline of the proposed R&D outcomes:

Precision Teaching is a set of measurement procedures that forcuses on direct and daily measurement of academic and social behavior. When applied to academic behavior, Precision Teaching involves breaking the learning task into meaningful components and directly measuring the students' speed, accuracy and growth on the task. School N's intended use of Precision Teaching is as a training program giving teachers a specific methodology use which will increase student proficiency in learning basic skills. All students in grades K-6 will participate in Precision Teaching at a designated time of the day. Students in classes of teachers who volunteer for use of Precision Teaching in reading will also be involved on a daily basis.

## Program Timing

A. Three in-service days with consultants - August 27-29, 1979
B. Actual implementation with students - September, 1979
C. Follow-up training for staff - October, 1979

Staff Assignment

A. All classroom teachers responsible for mathematic practice sessions will utilize Precision Teaching
B. Any teacher may elect to utilize the Precision Teaching techniques in the reading program and/or other programs.
C. There will be an additional staff person assigned to direct a Precision Teaching Laboratory.

Solution Integration

Precision Teaching will be integrated into the regular school program by having all students participate during the fifteen minute daily practice period. Students in classes of teachers who volunteer for use of Precision Teaching in reading will also be involved on a daily basis.

Management

Precision Teaching will be managed by an additional staff person designated as a Precision Teaching Laboratory teacher. This person will be responsible for working with identified students to remediate and build basic skills.

Program Budget

A. Materials and supplies - $650.00
B. Consultant fees (NDN picks up cost)
C. In-service staff time (360 hours x $6.00) - $2160.00
D. Precision Teaching Laboratory Teacher - $16,159.00

It has been proposed that the cost of an additional staff person to work as a Precision Teacher be assumed by the district. It has also been proposed that the district purchase the materials and pay for the staff time needed for in-service training of Precision Teaching. RISE will pay for the costs of the training sessions. Precision Teaching is an NDN project and RISE is the NDN facilitator.

Systems Directed Reading is a nationally validated program that provides training for teachers in the teaching of reading comprehension. Systems Directed Reading operates under the premise that most teachers have been taught to provide practice in comprehension activities, but are not as well prepared to provide developmental instruction in the skills needed to reach proficiency in this area. School N's intended use of Systems Directed Reading is as a training program giving teachers a specific methodology use which will increase student proficiency in learning basic skills. All students will participate in Systems Directed Reading comprehension activities as appropriate in relation to the basal reading program.

Program Timing

A. Two in-service days with consultants - August 23-24, 1979
B. Actual implementation with students - September, 1979

Staff Assignment

A. All teachers responsible for teaching reading at Donegan

Solution Intergration

Systems Directed Reading will be integrated into the regular ongoing reading curriculum.

Management

The overall management of the implementation of both SDR comprehension component and Precision Teaching will be the responsibility of the building principal and the resource teacher.

Program Budget

A. Consultant fees (NDN picks up cost)
B. In-service staff time (240 hours x $6.00) - $1440.00

All teachers responsible for teaching reading will be trained in SDR comprehension techniques. Staff time for in-service training will be assumed by the district. Consultants for in-service training will be paid as part of the NDN program in the state. SDR will be implemented in September, 1979 and will be monitored by the school's resource teacher.

Approval of Plan

The LAT with assistance from the Linker, summarized their PSIP experiences and formulated a proposal for implementation of the selected R&D outcomes. On March 8, 1979 the IU Linker, the building principal, and the PSIP Project Director met with the district superintendent to present this proposal. The superintendent agreed to support this proposal, but requested the LAT provide an evaluation plan. The superintendent was informed that the LAT was working on the evaluation plan.

Evaluation

Two SAT/LAT sessions were held to plan both formative and summative evaluation instruments. On March 8, 1979 an RBS person assisted the LAT in completing a formative evaluation planning chart. This chart included what is to be evaluated, what and how the data will be used. (See attachment D) On May 9, 1979 the Linker assisted the LAT in completing the summative evaluation plan and instruments for the selected outcomes. (See attachment E)

Summary of PSIP Impact at School N

Some measure of PSIP impact at School N can be determined from the reactions of LAT members. Recent comments from the principal, LAT coordinator, and team members demonstrate a complete reversal over earlier attitudes toward PSIP involvement.

During selection, page 33 of the case study, Mr. D viewed PSIP mainly as a means of obtaining an R&D product. He was not incline to see the value of PSIP as a problem solving process. On January 10, 1979 he tells NIE people the real benifit of PSIP for him was, "going through the process was the most valuable part of the project. Selection was important, but not as valuable as going through the process.

Ms. M, the LAT coordinator, described her changed attitude toward the length of the process and the need for more direction from the Linker.

> "PSIP and the Linker kept saying we're here to help not tell you what to do. We had to grapple with that. Lots of times we'd ask them to tell us what to do. They'd (the Linker and SAT) tell us we're here to help you but you have to decide what to do. At first the Linker did not take leadership. There was really no agenda or direction. The Project Director moved into the role of initiating leadership. The original Linker had defined her role in the school and how the school could be helped by PSIP. We hoped for staff development and improved instruction for kids. The process was long. The type of school we are - you can't take teachers out of school at certain times of the year and this delayed PSIP process. We sort of phased in and out of PSIP. If there is a desire for change in a building, PSIP will do it.

During the selection process, pages 26-27 of the case study, Ms. J indicated her frustration concerning working through the process and withdrew from the LAT discussions. After attending an awareness session on Precision Teaching, Ms. J became very enthusiastic about the possibility of using this outcome at School N. Her attitude became very cooperative and and she became directly involved in the process once again. In the final phase of PSIP she commented, "Precision Teaching has altered my thinking about the basic way children learn. I used to think that routine was boring but Precision Teaching showed me that routine practice can be exciting for children. I see Precision Teaching as a positive measure for our students."

Both the SAT and LAT have demonstrated a great commitment in terms of time, energy, and direct involvement in planning for school improvement that will result in a positive impact for the

students at School N. The PSIP experience has provided the opportunity for the staff at School N to identify the school problem, define student and program needs and reach a concenus on program selection that will meet these needs.

Although the process at this site was quite lengthy, 3/77-5/79, the results were productive. The following changes in the school program have occured or, are anticipated as a direct result of PSIP involvement: an additional Spanish basal reading program was ordered, consultant help in the development of criterion-referenced tests for use with the new Spanish basal program is expected, in-service training for teachers in Precision Teaching and Systems Directed Reading comprehension techniques has been planned, additional sources of bilingual Spanish materials have been investigated.

Attachment A
Description of Outcomes for

Implementation

**Outcome:** Precision Teaching; Systems Directed Reading--comprehension only; training on criterion-referenced tests

**Intended Use:** Our intended use of Precision Teaching and Systems Directed Reading is as a training program giving teachers a specific methodology, use of which will increase student proficiency in learning basic skills. In addition, Precision Teaching will be used to: 1) Screen and identify students with learning deficits, 2) Provide remediation, 3) Provide continuous measurement of student progress in basic skills, 4) Make data based decisions

**Students:**

All students in grades K-6 will participate in Precision Teaching at a designated time of the day.

All students will participate in Systems Directed Reading comprehension activities as appropriate in relation to the basal reading program.

**Staff:**

All classroom teachers responsible for mathematics practice sessions will utilize Precision Teaching. Additionally, any teacher may elect to utilize the Precision Teaching technique in the reading program and/or other programs.

All teachers responsible for teaching reading will be trained in Systems Directed Reading comprehension techniques.

P.T. and SDR will be monitored by the resource teacher.

Attachment A continued

**Materials/Equipment/Facilities**

1. Sightsaver typewriter - $895
2. Chronometers
3. Acetate
4. Grease pencils
5. Pendaflex hanging folders
6. Seven cycle standard chart paper
7. File boxes
8. Paper for reproduction
9. More copies of practice sheets
10. SDR training materials
11. SDR supplementary materials
12. File folders for students
13. Erasers/rags

**Instruction**

In SDR, children will be instructed in areas of comprehension that correspond to those specific skills taught at their respective level.

All children will be involved in direct and daily measurement of basic math facts using the Precision Teaching technique. Some children will also participate in Precision Teaching for other subject areas at the discretion of the teacher.

**Staff Training**

There will be a three day Precision Teaching Workshop with a one day (or more) follow-up. All classroom teachers will attend the training workshop in the summer of 1979.

There will be a two day workshop for Systems Directed Reading including one day devoted to reading comprehension techniques and one day to explore the better use of materials already in use at Donegan. All teachers responsible for teaching reading (approximately 15) and other interested teachers will attend this workshop.

**Student Scheduling**

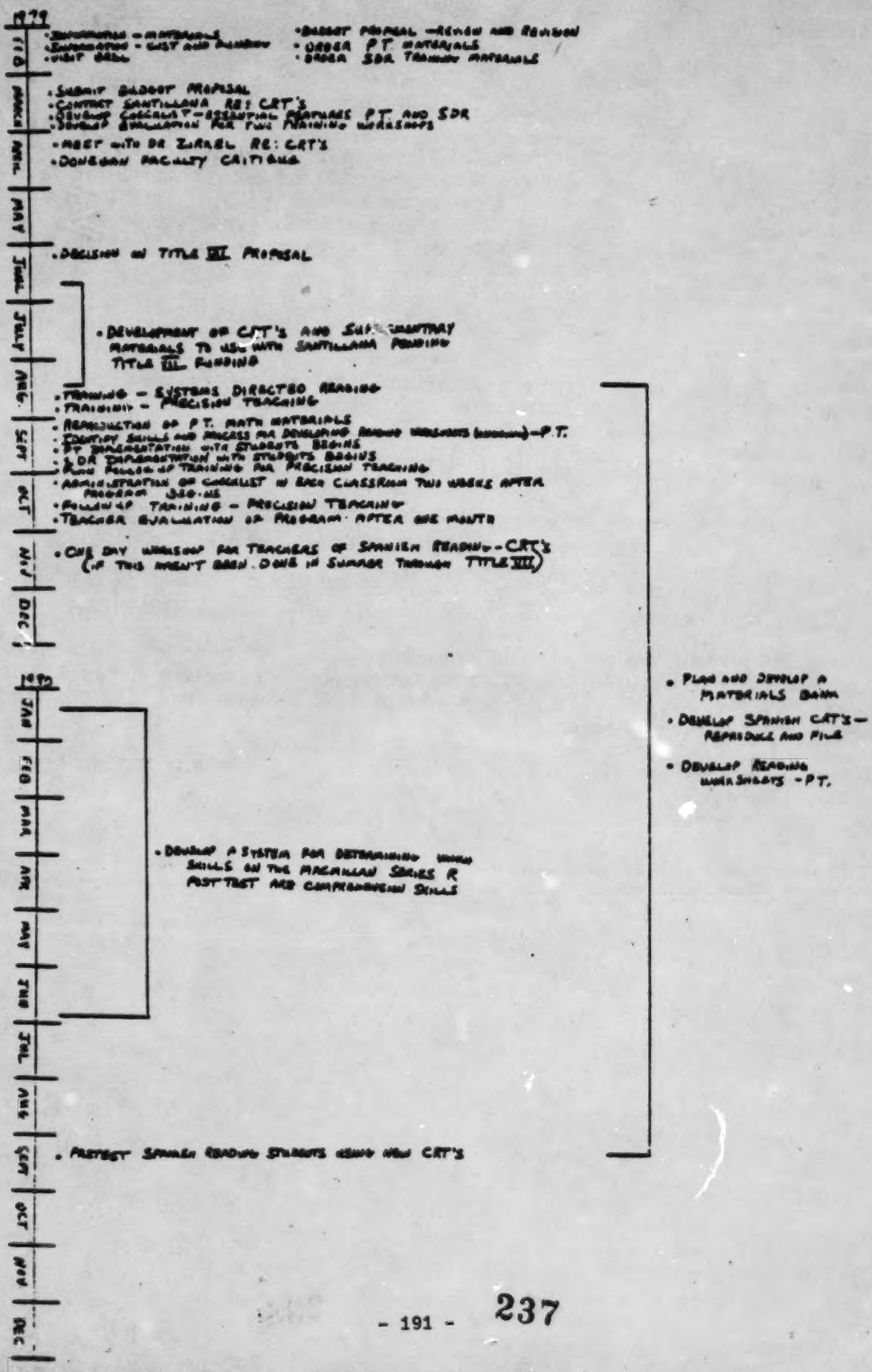
All students will participate in Precision Teaching during the 15 minute practice period daily.

Students in classes of teachers who volunteer for use of Precision Teaching in reading will also be involved on a daily basis.

All students will participate in SDR during regularly scheduled reading classes on a varying basis.

TIMELINE FOR IMPLEMENTATION

Attachment B


1979
FEB
• BUDGET PROPOSAL - REVIEW AND REVISION
• ORDER P.T. MATERIALS
• ORDER SDR TRAINING MATERIALS
MARCH
• SUBMIT BUDGET PROPOSAL
• CONTACT SANTILLANA RE: CRT'S
• DEVELOP CHECKLIST - ESSENTIAL FEATURES P.T. AND SDR
APRIL
• MEET WITH DR ISRAEL RE: CRT'S
• DONEGAN FACULTY CRITERIA
MAY
JUNE
• DECISION ON TITLE III PROPOSAL
JULY
• DEVELOPMENT OF C/T'S AND SUPPLEMENTARY MATERIALS TO USE WITH SANTILLANA PENDING TITLE III FUNDING
AUG.
• TRAINING - SYSTEMS DIRECTED READING
• TRAINING - PRECISION TEACHING
SEPT
• REPRODUCTION OF P.T. MATH MATERIALS
• CONSTRUCT SKILLS AND PROCESS FOR DEVELOPING READING WORKSHEETS (LOCATING) - P.T.
• P.T. IMPLEMENTATION WITH STUDENTS BEGINS
• SDR IMPLEMENTATION WITH STUDENTS BEGINS
• BEGIN FOLLOW-UP TRAINING FOR PRECISION TEACHING
OCT
• ADMINISTRATION OF CHECKLIST IN EACH CLASSROOM TWO WEEKS AFTER PROGRAM BEGINS
• FOLLOW-UP TRAINING - PRECISION TEACHING
• TEACHER EVALUATION OF PROGRAM AFTER ONE MONTH
NOV
• ONE DAY WORKSHOP FOR TEACHERS OF SPANISH READING - C.R.T.'S (IF THIS HASN'T BEEN DONE IN SUMMER THROUGH TITLE III)
DEC
1980
JAN
FEB
MAR
APR
• DEVELOP A SYSTEM FOR DETERMINING WORK SKILLS ON THE MACMILLAN SERIES R POST TEST AND COMPREHENSION SKILLS
MAY
JUNE
AUG
• PRETEST SPANISH READING STUDENTS USING NEW C.R.T.'S
SEPT
OCT
NOV
DEC
• PLAN AND DEVELOP A MATERIALS BANK
• DEVELOP SPANISH C.R.T.'S - REPRODUCE AND FILE
• DEVELOP READING WORKSHEETS - P.T.
1980-1981
• PRODUCE SPANISH SUPPLEMENTARY MATERIALS



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ELEMENTARY SCHOOL Attachment C

# BUDGET PROPOSAL

## 1979-80

**PROPOSAL:**

It is proposed that the Elementary School begin a Precision Teaching project for 1979-80 as recommended by the Local Action Team as a result of their involvement in a two year study program, the Pennsylvania School Improvement Program (PSIP). Included with this project will be training for the staff, a teacher to direct a Precision Teaching Laboratory, and a component of Systems Directed Reading which is geared to teaching teachers how to develop comprehension skills.

**COST:**

A. Precision Teaching can be implemented by the staff at upon completion of a three day training session during the summer of 1979.

The first part of the proposal is to train twenty (20) teachers for precision teaching for 18 hours each over a three day period.

| | |
|---|---|
| 360 hours x $6.00 | $2160.00 |
| * Travel expenses of trainer (from Montana) | 350.00 |
| * Lodging @ $30.00 per night | 90.00 |
| * Food @ $16.00 per day | 48.00 |
| | $2648.00 |

B. The second part of the proposal is for a bilingual teacher to work in a Precision Teaching Laboratory using precision teaching techniques to remediate and build basic skills through (1) screening, (2) identification, (3) remediation, (4) continuous measurement, and (5) data-based decisions.

The overall model for this part of the proposal comes from a USOE ESEA Title III project called "Remediation for Children with Learning Deficits Through Precision Teaching: The Sacajawea Plan." The cost of this part is $16,159.00.

C. A follow-up session for the trained staff in Precision Teaching is recommended and the expenses would be travel, food and lodging for one day. The cost is estimated as follows

| | |
|---|---|
| * Travel from Montana | $350.00 |
| * Lodging @ $30.00 per night | 60.00 |
| * Food @ $16.00 per day | 32.00 |
| | $442.00 |

D. The Systems Directed Reading comprehension component would be:

| | | |
|---|---|---|
| 240 hours x $6.00 | $1440.00 | |
| * Travel expenses of trainer | 218.00 | (from Minneapolis) |
| * Lodging @ $30.00 | 60.00 | |
| * Food @ $16.00 | 32.00 | |
| * Honorarium @ $150.00 | 300.00 | |
| | $2050.00 | |

* *RTSE (Research and Information Services for Education) may defray a portion or all of this expense after local level of commitment has been determined.*

E. Other

Attachment C continued

Cost of materials and supplies are minimal and can be handled out of the 30% allocation of the building at an estimated cost of $200.00.

A special typewriter is required for production of materials and is being requested under capital items of the district budget. The estimated cost is $450.00.

The total implementation cost is estimated at $5800.00 for the above proposal except for the teacher.

There are some alternative ways of reducing the cost and these can be discussed. Basically, costs can be reduced by training fewer teachers. Fixed costs include transportation, lodging, and food for trainers.

BACKGROUND:

A. Local Involvement

The Pennsylvania School Improvement Program (PSIP) is one of seven research and development utilization projects of the National Institute of Education (NIE). PSIP is operated by the Pennsylvania Department of Education (PDE) through Intermediate Unit 20 (I.U.20). The thrust of the project is to provide schools a way of improving instruction in the basic skills.

PSIP has assisted the staff in a four-step problem solving process which includes:

1. needs assessment
2. knowledge consolidation
3. selection of program
4. implementation and evaluation planning

A more detailed description of these activities can be found in the attached Appendix I.

Over the past three years considerable effort and expense have been put forth to assist the staff to make an assessment of the needs of students at School N. This assistance was provided by I.U. 20, research agencies, and the PDE. The staff viewed many programs from the National Diffusion Network which might benefit children at

The selection of Precision Teaching and the comprehension component of Systems Directed Reading as projects was the culmination of these years of work.

The I.U. project director, , has estimated the dollar cost of this involvement as follows:

*ESTIMATED PSIP LEVEL OF EFFORT BY COST*
*For Period November 1, 1976 - December 31, 1978*
*Area School District*

| | |
|---|---|
| Intermediate Unit Linkage - Preparation, On-Site, and Follow-up | $ 9,059.18 |
| Additional Assistance from PDE and Research Agencies - Preparation, On-Site, and Follow-up | 20,004.00 |

1. *These costs have been born by PDE, Intermediate Unit 20 and participating agencies through their PSIP budgets. There has been no cost to the district for any of these activities to date.*

| | |
|---|---|
| Local School Participation | $ 1,455.89 |
| Secretarial Services | 1,051.00 |
| Materials and Supplies | 1,251.16 |
| Phone and Postage | 293.75 |
| Travel | 602.10 |
| Consultant Fees | 400.00 |
| RISE Searches | 30.00 |
| Support Services<br>Administrative, Bookkeeping,<br>Printing, Duplicating, Media Production | 2,291.32 |
| GRAND TOTAL | $36,438.40 |

B. Precision Teaching

Precision Teaching is a nationally validated project. It is a set of measurement procedures that focuses on direct and daily measurement of academic and social behavior. When applied to academic behavior, precision teaching involves breaking the learning task into meaningful components and directly measuring the students' speed, accuracy and growth on the task. Based on this information, relevant and immediate teaching decisions can be made that assure the most effective day-to-day learning environment for the individual child.

A complete description of the Precision Teaching Project was provided to the Superintendent and members of the school board in Fall of 1978, which included a review of the research supporting the project.

C. Systems Directed Reading

A component of another nationally validated program, Systems Directed Reading, provides training for teachers in the teaching of reading comprehension. Systems Directed Reading operates under the premise that most teachers have been taught to provide practice in comprehension activities, but are not as well prepared to provide developmental instruction in the skills needed to reach proficiency in this area.

JUSTIFICATION:

Elementary School serves children from a low socio-economic background a majority of children are from homes where languages other than English are spoken. EQA results, standardized test scores and observed performance show that most students are functioning below grade level in reading, e.g. S.R.A. test scores from last year indicate the student performs in reading at about the 20 percentile. This figure does not include children who are just beginning to learn to read English and who function best in another language. Precision Teaching and the SDR comprehension component can and will be used for both English and non-English dominant students.

The recommendation to implement Precision Teaching and the Comprehension Component of SDR is a result of the work of the team in PSIP. Extensive documentation is available for all aspects of this work. The Local Action Team is presently developing an evaluation plan so that the effectiveness of the two programs can be determined.

Attachment D

## EVALUATION PLANNING CHART
(Formative)

Attachment D

**Program to be Evaluated:** Precision Teaching
**Classes Involved:** Donegan Elementary School - Grades 1-6

| DESCRIPTION OF THE PROGRAM | EVALUATION QUESTIONS | TYPE OF EVIDENCE | STANDARD AND/OR TYPE OF COMPARISON |
|---|---|---|---|
| Precision Teaching is a growing set of measurement procedures that guide teachers and students in making curriculum decisions.<br><br>Precision Teaching provides for the educator: 1) a precise means of describing and measuring performance on both a direct and daily basis; 2) a remediation strategy for learning-handicapped children; 3) a behavioral formula for programming and analyzing social and academic behavior; 4) techniques for interpreting the charted records; 5) procedures for data decisions.<br><br>The critical elements of Precision Teaching are:<br><br>1) Screening<br>2) Materials Bank<br>3) Remediation & Skill Building<br>4) Charting<br>5) Data Decisions<br>6) Classroom Management | 1. Are the basic elements of Precision Teaching being implemented in each math class?<br><br>2. Do teachers find the program manageable?<br><br>3. Is the process motivational to students? | 1. Precision Teaching teacher and administrator monthly assessments, teacher sharing sessions, six-cycle standard behavior charts, summary data from Precision Teaching screening, quality examination of worksheets developed for materials bank.<br><br>2. Bi-weekly share session with resource teacher and January teacher questionnaire using a scale of 1-6.<br><br>3. Student Questionnaire - December (consider for further use) | 1a. Actual classroom practice will be compared with what is intended in Precision Teaching program description.<br>1b. All students will be able to write 70-90 digits per minute in computation of appropriate math facts.<br><br>2. Teacher's attitude should be positive and/or should be an attitude seeking for technical assistance, i.e., a belief that the program can be made manageable. |

EVALUATION PL. .NG CHART

Program to be Evaluated: _____
Classes Involved: _____

| DESCRIPTION OF THE PROGRAM | EVALUATION QUESTIONS | TYPE OF EVIDENCE | STANDARD AND/OR TYPE OF COMPARISON |
|---|---|---|---|
| | | | |



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20H2

Attachment D
continued

# EVALUATION PLANNING CHART
(Formative)

Attachment D
continued

**Program to be Evaluated:** Systems Directed Reading: Comprehension Component
**Classes Involved:** Donegan Elementary School - Grades 1-6

| DESCRIPTION OF THE PROGRAM | EVALUATION QUESTIONS | TYPE OF EVIDENCE | STANDARD AND/OR TYPE OF COMPARISON |
|---|---|---|---|
| The comprehension component of Systems Directed Reading provides training for teachers in the teaching of reading comprehension. Systems Directed Reading operates under the premise that most teachers have been taught to provide practice in comprehension activities but are not as well prepared to provide developmental instruction in the skills needed to reach proficiency in this area.<br><br>The critical elements of the Systems Directed Reading Comprehension component are: | | | |
| 1. Use of teaching vs. practice.<br><br>2. Use of a three step method:<br>a. Tell the child what you want him to learn.<br>b. Give the child a definition<br>c. Teach until the child has the concept. | 1. Are teachers teaching comprehension in addition to providing for student practice?<br>2. Is there evidence that the three step method is being used by teachers? | Questions 1 and 2:<br>.Teacher Questionnaire<br>.Share Sessions<br>.Observation--<br>The principal observes elements 1 and 2 in practice. (An observation form is to be developed by Dave Shelly and the teachers following the workshop. Observations are to be made at teacher request. | 90% of the teachers will exhibit 100% of the behaviors listed on the observation form. |

## EVALUATION PLANNING CHART
(Formative)

**Program to be Evaluated:** Systems Directed Reading: Comprehension Component
**Classes Involved:** Donegan Elementary School - Grades 1-6

| DESCRIPTION OF THE PROGRAM | EVALUATION QUESTIONS | TYPE OF EVIDENCE | STANDARD AND/OR TYPE OF COMPARISON |
|---|---|---|---|
| Student development of a reading conscience, i.e., the child takes responsibility for his own learning through acquisition and application of the following skills:<br>a. Using context<br>b. Using a dictionary<br>c. Interpreting punctuation marks and certain typographical signals<br>d. Interpreting metaphor<br>e. Sensing the relationship that sentences have with one another<br>f. Thinking correct stress<br>g. Visualizing | | | |
| Development and use of a comprehension skills resource bank.<br><br>Development and use of a study skills resource bank. | 4. Is a comprehension resource bank being developed and used?<br><br>5. Is a study skills resource bank being developed and used? | Questions 4 and 5:<br>.Teacher Questionnaire<br>.Observation | |

Attachment D
continued

## EVALUATION PLANNING CHART
(Summative)

Attachment D
continued

**Program to be Evaluated:** Precision Teaching And The Comprehension Component of Systems Directed Reading
**Classes Involved:** Donegan Elementary School, Grades 1-6

| DESCRIPTION OF THE PROGRAM | EVALUATION QUESTIONS | TYPE OF EVIDENCE | STANDARD AND/OR TYPE OF COMPARISON |
|---|---|---|---|
| recision Teaching is a grow-ng set of measurement proce-ures that guide teachers and tudents in making curriculum ecisions. | Are students maintaining predicted growth in mathematics? | SRA Growth Scales | |
| recision Teaching provides for he educator: 1) a precise eans of describing and meas-ring performance on both a irect and dai.y basis; 2) a emediation strategy for learn-ng-handicapped children; 3) behavioral formula for pro-ramming and analyzing social nd academic behavior; 4) echniques for interpreting the harted records; 5) procedures or data decisions.<br><br>he critical elements of recision Teaching are:<br><br>1) Screening<br>2) Materials Bank<br>3) Remediation & Skill Building<br>4) Charting<br>5) Data Decisions<br>6) Classroom Management | Are students performance levels on a three minute timed test of basic facts increasing? | A three minute timed test of basic facts to be given at the beginning, middle, and end of the school year and the results recorded on the students permanent record file. At each time, the test will be administered on each of two consecutive days. The mean of the two scores will be recorded. | |

## EVALUATION PL. .NG CHART

Program to be Evaluated: _____
Classes Involved: _____

| DESCRIPTION OF THE PROGRAM | EVALUATION QUESTIONS | TYPE OF EVIDENCE | STANDARD AND/OR TYPE OF COMPARISON |
|---|---|---|---|
| | | | |



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## EVALUATION PLANNING CHART
(Summative)



Program to be Evaluated: Systems Directed Reading: Comprehension Component
Classes Involved: Donegan Elementary School - Grades 1-6

| DESCRIPTION OF THE PROGRAM | EVALUATION QUESTIONS | TYPE OF EVIDENCE | STANDARD AND/OR TYPE OF COMPARISON |
|---|---|---|---|
| he comprehension component of ystems Directed Reading pro-ides training for teachers in he teaching of reading com-rehension. Systems Directed eading operates under the remise that most teachers ave been taught to provide ractice in comprehension ctivities but are not as well repared to provide develop-ental instruction in the kills needed to reach profi-iency in this area.<br><br>he critical elements of the ystems Directed Reading Com-rehension component are:<br><br>1. Use of teaching vs. prac-tice.<br><br>2. Use of a three step method:<br><br>a. Tell the child what you want him to learn.<br>b. Give the child a defini-tion<br>c. Teach until the child has the concept. | | | |

## EVALUATION PLANNING CHART

**Program to be Evaluated:** Systems Directed Reading: Comprehension Component
**Classes Involved:** Donegan Elementary School - Grades 1-6

| DESCRIPTION OF THE PROGRAM | EVALUATION QUESTIONS | TYPE OF EVIDENCE | STANDARD AND/OR TYPE OF COMPARISON |
|---|---|---|---|
| Student development of a reading conscience, i.e., the child takes responsibility for his own learning through acquisition and application of the following skills:<br><br>a. Using context<br>b. Using a dictionary<br>c. Interpreting punctuation marks and certain typographical signals<br>d. Interpreting metaphor<br>e. Sensing the relationship that sentences have with one another<br>f. Thinking correct stress<br>g. Visualizing<br><br>Development and use of a comprehension skills resource bank.<br><br>Development and use of a study skills resource bank. | | | |

Attachment E

Precision Teaching Training Workshop
March 27-29, 1979

EVALUATION

(Circle one choice.)

| To what extent do you feel prepared to: | Not at all | Partially | Adequately | Very well |
|---|---|---|---|---|
| 1. Screen students in reading, mathematics, and spelling? | 1 | 2 | 3 | 4 |
| Comment: | | | | |
| 2. Identify students needing the most assistance? | 1 | 2 | 3 | 4 |
| 3. Chart student behavior on a standard behavior chart? | 1 | 2 | 3 | 4 |
| 4. Interpret charts using learning lines and pictures? | 1 | 2 | 3 | 4 |
| 5. Make chart-based decisions? | 1 | 2 | 3 | 4 |
| 6. Identify and use remediation techniques? | 1 | 2 | 3 | 4 |
| 7. Construct practice sheets? | 1 | 2 | 3 | 4 |

(Circle one choice.)

| To what extent do you feel prepared to: | Not at all | Partially | Adequately | Very well |
|---|---|---|---|---|
| 8. Use suggested management techniques? | 1 | 2 | 3 | 4 |
| 9. Arrange and use a materials bank? | 1 | 2 | 3 | 4 |

Other comments and questions:

SDR Workshop Evaluation Form

TRAINING EVALUATION

During training training sequence it is our intent to provide you with specific skills relative to implementing precision teaching. We would appreciate your evaluation of our efforts to this point to responding to the following components with a short statement. Your evaluation should reflect both strengths and weaknesses of our training activities.

I. ORIENTATION TO PRECISION TEACHING

II. PROJECT HISTORY AND SUPPORTIVE DATA

III. CHARTING PROCEDURES

IV. REMEDIATION PROCEDURES - Pinpointing and One Minute Practices.

V. CHART BASED DECISIONS

VI. MANAGEMENT TACTICS

VII. SCREENING PROCEDURES

VIII. OTHER

Attachment E
Think/Write
10 min. timing

## Preactivity - Systems Directed Reading Training

## Readiness Activity

How do you teach reading comprehension? List ideas, methods, techniques.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

13.

14.

15.

16.

17.

18.

19.

20.

21.

22.

23.

24.

25.

Attachment E
continued
Think/Write
10 min. timing

## Postactivity - Systems Directed Reading Training

## Training Evaluation

How do you teach reading comprehension? List ideas, methods, techniques.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

13.

14.

15.

16.

17.

18.

19.

20.

21.

22.

23.

24.

25.

DONEGAN ELEMENTARY SCHOOL
Questionnaire for Teachers

Precision Teaching and Systems Directed Reading (SDR)

1. Do you feel that sharing sessions have been helpful? Yes No
   If no, how would you improve them?

   _____

   _____

2. How easy or difficult has it been to adapt Precision Teaching to:

| | Never Tried | Easy | Difficult |
|---|---|---|---|
| a. spelling | _____ | ____ | _____ |
| b. handwriting | _____ | ____ | _____ |
| c. social studies | _____ | ____ | _____ |
| d. science | _____ | ____ | _____ |
| e. oral reading | _____ | ____ | _____ |
| f. other | _____ | ____ | _____ |

3. Has Precision Teaching become a comfortable routine for you? Yes No

   For your students? Yes No

4. Have the children developed and maintained a positive attitude? Yes No

   Comments: _____

   _____

   _____

5. Are the math Precision Teaching materials you need readily available? Yes No

   Comments: _____

   _____

   _____

6. If this program were not mandatory, would you voluntarily continue to use it? Yes No

7. Do you feel you have received enough help in the implementation of Precision Teaching? Yes No

If no, what additional help would have been beneficial?

_____

_____

_____

8. What elements of Precision Teaching have been the most difficult to implement?

_____

_____

_____

9. What have been the easiest to implement?

_____

_____

_____

10. What do you like most about Precision Teaching?

_____

_____

_____

11. What do you dislike?

_____

_____

_____

12. How has Precision Teaching changed your thinking about how children learn?

_____

_____

_____

13. Have your reading comprehension lesson plans changed as a result of SDR? Yes No

If yes, how?_____

_____

_____

14. Do you feel more competent and/or confident in teaching comprehension? Yes No

Comments: _____

_____

_____

15. Has student participation during comprehension lessons increased? Yes No

Comments: _____

_____

_____

16. Do you use the comprehension skills resource bank? Yes No

17. Do you use the study skills resource bank? Yes No

Donegan LAT
5/8/79

## CRITERIA FOR PRECISION TEACHING PRACTICE SHEETS

1. Horizontal ____
2. Designed for one minute timings ____
3. Margins ____
4. Keyed for filing ____
5. Digit counts ____
6. Frequency of problems on page ____
7. Properly randomized ____

Donegan LAT
5/16/79

## DONEGAN STUDENT QUESTIONNAIRE ON PRECISION TEACHING

Directions: Answer by circling yes or no.

1. Do you like to do your timings?

   Yes No

2. Do you like to do your charting?

   Yes No

3. Is it easy to find your materials?

   Yes No

4. Do you know when it's time to change to a different sheet?

   Yes No

5. Is it important to do timings everyday?

   Yes No

6. Do you usually do timings everyday?

   Yes No

7. Do you think your teacher likes Precision Teaching?

   Yes No

## PRECISION TEACHING FOLLOW-UP

Peggy Albrecht will be returning to work with us on Precision Teaching. What topics would you like her to review or expand upon?